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In a study on promotion of realistic occupational goals in the mentally and academically retarded, 86 boys (aged 16 to 19 years) from two senior high schools located in two similar, juxtaposed Nevada cities (Reno and Sparks) were utilized. Groups included 16 mentally retarded students (IQ range 53 to 88, mean 78; Social Maturity Quotient range 60 to 80; academic retardation of at least 3 years), 38 slow learners (IQ range 83 to 105, mean 96), and a control group of 32 Track 3 low intellectual and achievement level students. All were pre- and posttested with the Occupational Aspiration Scale; the Wechsler Adult Intelligence Scales and the Socio-Economic Scale were also used. The mentally retarded, who received both on the job training and occupational information, and the slow learners, who received just the occupational training, reduced their total occupational aspiration and idealistic level significantly ($p<.01$) when compared to the control group who did not significantly reduce either one. However, the slow learner group, in contrast to the mentally retarded, actually increased their idealistic level, indicating that on the job training was more effective than occupational information alone. The basic course in occupational information is included. (LE)

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THE INFLUENCE OF OCCUPATIONAL INFORMATION COUNSELING ON THE REALISM OF OCCUPATIONAL ASPIRATIONS OF MENTALLY RETARDED HIGH SCHOOL BOYS

An Experimental Research Project

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CHAPTER I

INTRODUCTION

Problem

The problem of selecting occupational goals in harmony with abilities has long been a concern to all those associated with the educative process. The choice of occupational goals which are within the grasp of the student is a strong force in promoting positive mental health. Only too frequently do students harbor occupational aims not in accord with their potential. It should be an obligation of the school, then, to help students to help themselves to select appropriate occupational areas as future life-time work. Allen (1941) believes that vocational guidance is especially needed for the lower mentality group. Seidman (1953) further challenges the school by indicating that work experiences should be an integral part of the high school curriculum and counseling program. A number of researchers support the belief that many of our adolescent youth aspire to occupational positions that give evidence of their youthful idealism and lack of realism (Bradley, 1943; Caplan, Ruble, and Segel, 1963; Dorcus and Dunlap, 1940; Erdman, 1957; Fleege and Malone, 1946; Knapp, 1953; Moore, 1948; Allen, 1941; Myers, 1947; Norris, Zeran, and Hatch, 1960; Perrone, 1964).

Lockwood (1958) summarizes research in this area when he states:

> During the past two decades, researchers and writers in the area of guidance almost unanimously have deplored the lack of realism and the maldistribution of the vocational choices, preferences, and interests of high school youth. These same researchers have often recommended that school systems set up organized programs of vocational guidance to help youth make more realistic vocational choices. Results of these studies with high school students have shown: (1) that, though wiser vocational choices are frequently made at higher grade levels, pupils generally are aiming 'too high' in their choices; (2) that chances for social and economic advancement are determining job choices of future men and women with little thought being given to individual fitness, in terms

> of ability, for vocations selected; (3) that pupils of high mental ability sometimes select vocations offering limited opportunities, and pupils of low mental ability sometimes select occupations for which they are not intellectually fitted; (4) that vocational choices tend to fall in the upper and middle categories of the occupational scale - those with most prestige, highest salaries, require most education; and (5) that lower occupational levels simply do not attract boys and girls in a society with our traditions of self-advancement. It seems fair to generalize that many of the youth studied have been unrealistic in their approaches to their vocational preferences. (Lockwood, 1958, p. 98)

Career patterns may be influenced by a number of factors such as level of mentality, parental socio-economic level, age, sex, and opportunities to which the student is exposed. Experimentation involving these variables is imperative to the promotion of better vocational counseling methods. It is with this thought in mind that the present investigation was undertaken.

Purpose

This study was undertaken in an attempt to produce realism in occupational goal-selection by mentally retarded and slow-learning senior high school boys. The major objective of this project centered around promoting vocational habilitation of mental retardates and slow-learners. An equally important objective is that of developing an occupational information syllabus.

Definition of Terms

Educable mentally retarded

> ...a 'term used to refer to mentally retarded persons who are capable to some degree of achievement in traditional academic subjects such as reading and arithmetic. Also used to refer to those mentally retarded children who may be expected to maintain themselves independently in the community as adults, or to that group of mentally retarded obtaining IQ scores between 50 and 70, 75 and 80.' (Dubin. 1961, p. 8)

The IQ range for the mentally retarded group in the present study is 53 to 88 with a mean of 78.

Slow-learners

"Slow-learner" as employed in the present investigation relates to those students assigned to track three (lowest level track) of a three-track educational grouping system. The modified track system used by the two senior high schools involved in this study assigns students to a track on the basis of three criteria: (1) teacher recommendation, (2) intellectual level, and (3) past academic performance. Generally these students are academically retarded by at least one year. The IQ range for the combined slow-learner (A-B) group of the present study is 83 to 105 with a mean of 96. The IQ range for the slow-learner (A) group in the present study is 86 to 105 with a mean of 95. The IQ range for the slow-learner (B) group in the present study is 83 to 104 with a mean of 97. The control (C) group of the present study is also a slow-learner group. The IQ range for the control group in the present study is 87 to 104 with a mean of 96.

Expression levels

> Operational definitions designed to estimate the points which bound the range of a person's level of aspiration at any one time. Estimates of the lower and upper boundaries will be called the realistic and idealistic expression levels, respectively. (Haller and Miller, 1961, p. 8)

Realistic expression levels as employed in this study shall be represented by the individual score or sum of scores related to questions 1, 3, 5, and 7 or the Occupational Aspiration Scale (OAS). Idealistic expression levels as employed in this study shall be represented by the individual score or sum of scores related to questions 2, 4, 6, and 8 of the OAS.

Time-dimension periods

> Estimates for future times that are near or distant will be called short-range and long-range time-dimension periods, respectively. (Haller and Miller, 1961, p. 8)

> Regarding the LOA (level of occupational aspiration) of youth, these terms refer to points in their work-careers, short-range indicating estimates for the time at which they first take a serious job and long-range indicating estimates for a time after they have become established in their occupations. (Haller and Miller, 1961, p. 20)

Short-range as employed in this study shall be represented by the individual score or sum of scores related to questions 1, 2, 3, and 4 of the OAS. Long-range as employed in this study shall be represented by the individual score or sum of scores related to questions 5, 6, 7, and 8 of the OAS.

Occupational aspirations

> We define LOA as the area (a point or limited range of points) of the occupational prestige hierarchy which an individual views as a goal. The range of an individual's LOA is bounded in two general ways: (1) by what he views as realistically probable *versus* idealistically desirable for him, and (2) by the goals which he has for the near *versus* the distant future. A subject cannot adequately respond to an LOA measurement unless both the realistic or idealistic and the time boundaries are explicitly specified. (Miller and Haller, 1964, p. 448)

Total occupational aspiration as employed in this study shall indicate those occupational goals (realistic, idealistic, short-range, and long-range) represented by the individual score or sum of sub-test scores of the OAS.

Realism of occupational choice

Realism of occupational goal selection as employed in this study is established by comparing obtained results with the "norm-group means" presented in Tables 12 and 13. For the purposes of this research, appropriateness of occupational goal selection has the same connotation as realism of occupational goal selection.

Hypotheses

The suppositions of this study are so designed as to fit the construct of the null hypothesis. It is assumed that there is no real difference between the mean scores of the groups involved. The hypotheses ensue:

1. There will be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded and control groups as a result of offering on-the-job training and occupational information to the former.

2. There will be no significant differences in the occupational aspirations or realism of occupational goals between the combined slow-learner (A-B) and control groups as a result of offering occupational information to the former.

3. There will be no significant differences in the occupational aspirations or realism of occupational goals between the slow-learner (A) and control groups as a result of offering occupational information to the former with induced support by the classroom teacher.

4. There will be no significant differences in the occupational aspirations or realism of occupational goals between the slow-learner (B) and control groups as a result of offering occupational information to the former without the induced endorsement of the classroom teacher.

5. There will be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded and combined slow-learner (A-B) groups as a result of offering on-the-job training and occupational information to the former and occupational information only to the latter.

6. There will be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded and slow-learner (A) groups as a result of offering on-the-job training and occupational information to the former and occupational information only but with induced support by the classroom teacher to the latter.

7. There will be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded and

slow-learner (B) groups as a result of offering on-the-job training and occupational information to the former and occupational information only and without the induced endorsement of the classroom teacher to the latter.

8. There will be no significant differences in the occupational aspirations or realism of occupational goals between slow-learner group A and slow-learner group B as a result of offering both groups occupational information but with teacher support for offering occupational information to slow-learner group A only.

CHAPTER II

REVIEW OF LITERATURE

In an attempt to somewhat prepare the reader to interpret the results of this investigation, a review of some of the research related to occupational aspiration is offered.

Theory of Occupational Choice

Super (1953) indicated that vocational choice results from parental socio-economic level, the student's intellectual level, and opportunities which the student has experienced. One group of researchers (Ginzberg, Ginsburg, Axelrad, and Herma, 1951) formulated a theory of occupational choice which proposed that such a choice is developed over a period of 10 or more years, that it is related to experience, and is basically irreversible, and that it is to some degree a compromise. Forer (1953) explained occupational choice largely in terms of the personality and the emotional needs of the individual. Forer believes that these needs are sometimes unconscious. Miller and Form (1951) expressed the belief that individuals discover their occupational goals through a compounding of work experience, observation, and expectation. Hoppock (1957) has offered a rather extensive theory of vocational choice, two points of which are particularly pertinent to the present study:

> 1. Information about ourselves affects occupational choice by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers us.
> 2. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs, and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another. (Hoppock, 1957, p. 74)

Hollingshead (1949) reported that the pattern of vocational choice corresponds roughly with the job patterns associated with each class in the adult world, i.e., the adolescents' ideas of desirable jobs are a reflection of their experiences in the class and family culture complexes.

Despite the apparent differences, most of the theories of occupational choice appear to have much more in common than in contract. Norris, Zeran, and Hatch (1960) have prepared a list of "common denominators" which they found to reoccur as part of the various occupational choice themes:

> 1. Occupational choices are the direct result of counselee needs.
> 2. The counselee's needs parallel the developmental process of the individual.
> 3. Needs may be or may not be expressed or recognized by the counselee.
> 4. Choice is a process which extends over a period of years from elementary school to young adulthood.
> 5. Decisions, although tentative, are related to prior experiences. Such decisions have an impact on the future to the extent that many become irreversible.
> 6. The career pattern is influenced by many factors such as: parental socioeconomic level, mental ability, personality characteristics, and the opportunities to which the individual is exposed.
> 7. The development of a realistic self-concept in relationship to occupational opportunity is imperative to realistic choice.
> 8. The process is a series of compromises between goals and opportunities.
> 9. Occupational choice is subject to change as the recognized needs of the opportunities undergo significant changes.
> 10. The process is continuous and affected by many planned as well as incidental experiences. (Norris, Zeran, and Hatch, 1960, p. 488)

Methods for Establishing Realism of Vocational Choice

Indices of realism of vocational choice have often been used by counselors in judging students' need for guidance (Super, 1961). The realism of vocational choices of normal children has been evaluated several ways. One group method used for establishing vocational realism is the percentage method of comparing occupational choice to census data in an attempt to determine whether or not the choice is realistic in terms of percentage of persons employed in the various occupational groups. Another method frequently used to determine the realism of vocational choice is that of comparing the level of choice to the intelligence of the chooser. The method used for establishing vocational realism for the current study was that of comparing obtained results with established norms prepared by the author of the OAS.

Vocational Choice of Students with Limited Intellectual Ability

Erdman (1957) conducted a study to determine the vocational preferences of adolescent mentally retarded boys. The 106 white, mentally retarded boys, ages 16 to 18, involved in Erdman's investigation participated in interviews to determine their vocational choice and to determine some of the variables influencing such choice. This researcher offered the following conclusions:

> 1. The majority (52 percent) of adolescent mentally retarded boys chose jobs at the unskilled or semiskilled level. Of the others, 34 percent chose skilled jobs, 14 percent could not make a choice, and only one percent chose a job at the semiprofessional level.
> 2. There is evidence to indicate that many of the mentally retarded boys have achieved the objective of self-realization. An analysis of other choices, such as prior choices or most liked choices indicated that the mentally retarded were relatively realistic. Although some would have preferred higher level jobs, they recognized their lack of academic ability for such jobs.
> 3. The retarded boys making first vocational choices at the unskilled and semiskilled levels tended to be realistic. Most of the 36 retarded boys making first vocational choices at the skilled level tended to be unrealistic. A significant difference was observed between the number of subjects expecting to work at these levels and the estimated number of retarded employed there.
> 4. The vocational experiences associated with the home and community appear to exert stronger influences on the formulation and crystallization of the vocational choice of the retarded boys than the experiences in school.
>   a. Eighty percent of the boys reported that they had discussed their vocational choice with someone at home as compared to only 33 percent who reported they had discussed their choice with someone at school.
>   b. In most cases the subjects reported no marked conflict between the expectation of their parents for them and their own first vocational choice.
>   c. The first vocational choices of the mentally retarded boys tended to be at the same level as the occupations of the fathers as reported by the boys.
>   d. An interest in jobs for the boys occurred most often as a result of actual experience on a job and secondly by having someone tell them about a job. These experiences were more frequently associated with the community and home than with the school.
> 5. The levels of vocational choices of the boys appear to be influenced to a relatively small degree by certain factors in the school program. An analysis of the percentage of time spent teaching vocational information, the number of vocational services, or the existence of an organized course of study appears to have a minimum of influence on the levels of choice.
> 6. The evidence gathered suggests that there are at least three major areas to be considered in the development of vocational curricula for

> the adolescent mentally retarded. These are the creating of opportunities for the development of vocational concepts of self, the identification and analysis of the forces influencing the vocational attitudes of the boys, and the planning of a program whereby the retarded become aware of the structure and characteristics of the labor force in their community as it applies to them. (Erdman, 1957, pp. 130-131)

Magary (1960) completed an investigation designed to analyze the vocational interests of educable mentally-retarded adolescent boys from three occupational classes. The 90 boys involved in this study ranged in chronological age between 12-0 years and 20-11 years with a mean of 15-11 years. The range and mean in intellectual level was 50 to 79 and 67.6 respectively. All subjects were enrolled in a special educational or vocational program. Several of the findings follow: (1) The stated vocational preferences of the retarded group generally showed a consistent trend toward most interest in semi-skilled and unskilled work. (2) The stated vocational preferences of the retarded boys exposed a positive relationship to the occupational class of their fathers. The boys whose fathers were employed at unskilled or semi-skilled work proved considerably more realistic in stating vocational preferences than the boys from higher socio-economic levels.

Witty and Lehman (1931) found that dull intermediate-grade boys expressed somewhat immature vocational attitudes as compared to bright boys in the same grade. The dull boys selected occupations indiscriminately while the bright boys proved more selective. Davis, Hagan, and Strouf (1962) asked 116 children, age 12, to write paragraphs telling what they would like to be when they grew up and why they made such selections. The results of this investigation revealed that the children with IQ's of less than 90 made more fantasy than tentative choices of occupation. The 41 subjects of this study who proved to show some reading retardation expressed occupational aims which the authors termed immature. This may indicate that reading retardation may be related to immaturity of occupational choice.

Vocational Placement of Students with Limited Intellectual Ability

Erdman (1957) reported that Paul Voelker surveyed 302 former special education pupils of the Detroit schools to determine how many were employed and the level at which they were employed. Voelker discovered that 64 percent were doing unskilled work, 35 percent semi-skilled, and one percent were in what might be called skilled labor. Another investigation conducted in the Detroit schools was supervised by Bobroff (1956). This researcher studied 121 mentally retarded persons previously enrolled in the Detroit special classes. The results of this study indicated that 27 percent of the persons were employed at the unskilled level, 34 percent at the semi-skilled level, 16 percent at the skilled level, four percent were employed in service occupations, six percent were engaged in clerical occupations, one percent in agriculture, one percent managerial, three percent in military service, and eight percent were unemployed. Clark and Gist (1938) completed a twelve year follow-up study on youths and found a positive relationship between the IQ's and the types of jobs in which the subjects were engaged. Students with IQ's below 75 were most frequently employed at the unskilled or semi-skilled level.

A number of studies support the finding that most of the students who show intellectual deficiency are employed on jobs at the unskilled or semi-skilled level (Baller, 1936; Coakley, 1954; McIntosh, 1949; Keys and Nathan, 1932; DiMichael, 1956; Byrns, 1939; Super, 1962).

Vocational Choice and Occupational Information

The current investigation was undertaken with the supposition in mind that offering occupational information to the subjects involved would enhance the realism of their occupational objectives. Several investigations concerning this issue have been completed and are here reported.

Lurie, Goldfein, and Baxt (1960) investigated the influence of occupational information upon the personal growth and occupational realism of high school students of about age 15½ years with a median IQ of approximately 80 and similar home backgrounds. All students were considered to be slow-learners. Three of the six groups involved received both group and individual counseling including occupational counseling. These three groups have been called the experimental groups. Three other groups (control groups) received no counseling services. The results of this study indicate that those students of the experimental groups who received vocational counseling showed a considerable increase in maturity and realism in their replies to the final questionnaire. This may not be said of the control group. These researchers concluded that offering vocational counseling leads to greater realism and maturity in vocational planning. Also, the counseling services appear to have had the desirable effect of increasing the proportion of boys and girls who engaged in part-time work after school.

The way occupational information influenced occupational goal selection was studied by Speer and Jasker (1949). The results of this study indicated that the most suitable vocational choices were made by the 107 adult males when an exploratory work experience was combined with occupational information.

> For the group as a whole, those who lacked adequate occupational information and also lacked adequate information about their own abilities were more likely to select unsuitable occupational goals. It also appears that those who had had direct contact with the occupation had more adequate information and made more appropriate vocational plans than those whose occupational information was obtained solely from reading. In general, in this group, those originally selecting professional and semi-professional occupations had obtained their information primarily from reading, and obtained relatively inadequate information. (Speer and Jasker, 1949, p. 16)

In a study of 1,000 students of the Hawthorne Junior School in San Antonio, Texas, (Allen, 1941) 144 possessed IQ's below 80. These students were asked to state their choice of occupation and not one of the 144 selected an unskilled job, and only 44 out of the 144 or 33 percent, selected a semi-skilled position. The students with IQ's ranging from 90 to 100 appeared somewhat more realistic in their vocational choice. Sixteen percent of the latter group selected unskilled jobs and 31 percent chose semi-skilled occupations. These students were then offered a course in occupational information and asked to restate their job choice.

> In an effort to determine the value of a course devoted to semi-skilled and unskilled occupations, a number of the lower I.Q. student group, previously referred to, who had chosen professions and skilled trades, were asked to restate their choice of occupation upon completion of the course. On comparing the two sets of choices, it was found that 48 out of the 150 had lowered their choice of occupations to a level nearer to their capacities. (Allen, 1941, p. 16)

Recktenwald (1946) designed a study involving twelfth-grade boys in a single high school. This investigation was undertaken to discover if the systematic study of information about selected occupations listed in the Cleeton Vocational Interest Inventory influenced responses to certain items. The results clearly showed that greater realism results when students have been given occupational information. Handley (1949) offered terminal vocational counseling by the non-directive technique to seniors in two high schools. The students were given full information regarding their own test scores and the labor market. The students involved in this study were from diverse socio-economic groups. The author stated that the lower occupational objectives of the minority group may have been the result of the influence by the vocational information offered during the counseling period. A similar study was conducted by Gonyea (1962) in which he attempted to determine appropriateness-of-vocational-choice one year after the termination of counseling. The results of this investigation showed that nearly half the sample of 227 clients changed their vocational plans from pre- to post-counseling, and about 60 percent of those changes were in the direction of greater appropriateness. Several studies (Bateman and Remmers, 1939; Nick, 1942) have shown that offering occupational information increases the liking for lower level occupations.

Erdman (1957), working with mentally retarded adolescent boys, discovered that teaching vocational information had little effect on his subjects' level of vocational choice.

Intelligence and Vocational Choice

A number of investigations have revealed positive and significant relationships between intelligence and vocational choice and intelligence and realism of vocational preference. Some research results, however, indicate that these variables are not always positively and significantly related buy may indeed be negatively related or fail to reach a significant degree of relationship. Some research has focused on the realism of vocational goal selection. Other research has centered about the hierarchy of occupational choice and intelligence. The following section of this paper will treat a number of pertinent research endeavors.

Intelligence and vocational choice, positive

Haller and Miller (1961), studying high school boys, disclosed a positive correlation of .45 between IQ and occupational aspiration. A. B. Wilson (1959) pointed to the influence of intelligence in setting occupational aspirations among high school boys. Barnett, et al (1952) found intelligence and occupational aspiration among high school boys to be highly related. This general relationship between intelligence and level of aspiration holds at the college level (Gilinsky, 1949). Bradley (1943) inferred from his study of high school and college students that the higher the intellectual capacity the greater is the likelihood that the student will choose a professional career. Chown (1959) found intelligence to have a limiting effect on occupational choice. Holder (1961) indicated that intelligence is related to occupational selection and that students at the lower range of the IQ continuum may be less positive about choice. Stubbins (1950) professed that one of the best indicators of aspiration is intelligence. An earlier study by this same investigator (Stubbins, 1948) revealed that intelligence is a strong influence in the determination of inappropriateness of a vocational choice. Super (1957) discovered that intelligence has a direct and positive relationship to occupational aspiration.

> Intelligence is related to the occupational level aspired to: that is, the brighter the individual, the more likely he is to aspire to higher level occupations, and the duller he is, the more likely he is to be interested in a lower level occupation. (Super, 1957, p. 203)

Other studies lend support to the belief that intelligence is positively related to the selection of occupational goals (Barnett, Handelsman, Stewart, and Super, 1952; Caplan, Ruble, and Segel, 1963; Haggerty and Nash, 1924; Lockwood, 1958; Milliken, 1962; Myers, 1947; Rauner, 1962; Roberts, 1947; Speer and Jasker, 1949; Super, 1947; Super and Crites, 1962; Moser, 1949).

Intelligence and vocational choice, negative

Dubin (1961) conducted a study involving retarded boys and girls which, among other things, attempted to discover what factors were related to work interests. The chronological age of the subjects ranged from 12 years and no months to 15 years and 10 months with an average chronological age of 13 years and 10 months. The Mankin Interest Finder was employed by this researcher to establish work interests. The results of this investigation revealed that little relationship existed between intelligence and the work interest areas expressed by the retarded subjects involved. One investigation (Auten, 1951), exploring the vocational choices of high school seniors, showed that these students did not, in general, tend to select vocations related to assumed abilities. Goldstein (1959) in reviewing several studies concluded that factors other than intelligence are extremely important in occupational placement. Moore (1948) reported that only a loose relationship appeared to exist between intelligence and the level of vocational choice.

Intelligence and realism of vocational choice

Gorelick (1962) conducted a pilot study involving educable mentally retarded adolescents in which she attempted to assess the realism of their occupational goals.

> The results of the pilot study outlined above indicate that the great majority of EMR subjects in this study did not possess realistic post school vocational plans. These results indicate the need for a larger study into the problem of vocational realism and the types of guidance and training programs which accompany realistic vocational planning by EMR adolescents. (Gorelick, 1962, p. 7)

Lockwood (1958) sampled the graduating seniors of the Baltimore, Maryland academic high schools in an attempt to establish realism of vocational preference. This researcher disclosed the following:

> The factor of intelligence (IQ) seems directly related to the level of a student's realism of vocational preference. On the average, the higher the student's IQ level, the higher is his realism index, and the lower the IQ level, the lower the realism score appears to be. (Lockwood, 1958, p. 104)

In evaluating the vocational choice and realism of the level of aspiration of high school senior boys, Moore (1948) discovered a slight but significant relationship between intelligence and realism of vocational choice. However, this writer adds that realism of immediate goal-setting behavior seems unrelated to intelligence. Ryan (1953) investigated factors affecting realistic and unrealistic choice of an occupation among young adults. This study revealed that intelligence quotients were statistically and significantly higher for the realistic group of subjects. Milliken (1962) studied the realism of occupational appraisal by high school seniors.

> The hypothesis that students are generally realistic in their stated interests when it is related to their tested abilities appear to have, at least, tentative acceptance. Students with stated interests in professional and college-bound activities generally achieved higher academic aptitude test scores than did those students who listed occupations not requiring strong academic potential. (Milliken, 1962, p. 543)

Stubbins (1948) investigated the realism of vocational choice of 224 veterans:

> The results of intelligence and special aptitude tests and an examination of educational background figured strongest in the determination of inappropriateness of a vocational choice. (Stubbins, 1948, p. 412)

Fleege and Malone (1946) reported that a large number of adolescents chose occupations beyond their mental capacities and that intelligence is an important factor in occupational goal selection. Ringness (1961) researched the area of self concept among elementary school children of low, average, and high intelligence. This study disclosed the fact that mentally retarded children more generally overestimate success and possess less realistic self concepts than do those students with average or high intelligence. Other reports lend support to the belief that intelligence is related to the realism of occupational choice.(Myers, 1947; Small, 1953)

Intelligence and occupational hierarchy

Rusalem and Cohen (1964), realizing the dearth of data concerning the influence of mental retardation upon occupational prestige rankings, conducted a study involving 276 mentally retarded students living in an institution, 92 mentally retarded students attending special classes, and 99 non-retarded students attending regular classes maintained for all students. All subjects were of secondary school age. The occupational prestige rankings offered by both the male and female subgroups disclosed that the community school normals and the community school retardates did not differ significantly from each other in their ratings of an adaptation of the North-Hatt Occupational Prestige Rating Scale. The males agreed upon the five highest prestige occupations: medical doctor, dentist, airline pilot, owner of a factory, and teacher. This group of males also agreed upon the six lowest prestige occupations: shoe shiner, garbage collector, janitor, taxi driver, farm worker, and truck driver. Two conclusions were offered by these researchers:

> 1. The occupational prestige rankings of mentally retarded students residing in the community do not differ significantly from those of non-retarded students in the same community, suggesting that retardation, per se, is not the crucial factor in assigning occupational prestige rankings.
> 2. The occupational prestige rankings of retardates living in the community differ significantly from those of retardates living in an institution, suggesting that differential institutional and community experiences play a crucial role in determining a retarded student's evaluation of the prestige level of an occupation. (Rusalem and Cohen, 1964, p. 986)

Other studies have indicated that there exists an occupational hierarchy in regard to intelligence. Stewart (1947) and Harrell and Harrell (1945) employing the Army General Classification Test to measure intelligence, found an occupational hierarchy related to A.G.G.T. scores. An investigation by Lorge and Blau (1942) prompted these researchers to believe that there exists a positive relationship between the major occupational groups and the estimated intelligence which is required for each. Simon and Levitt (1950) and Morser (1949) have constructed tables which show actual and desired occupations respectively and intellectual levels required to fulfill such occupations.

Socio-Economic Status and Vocational Choice

The influence of socio-economic status upon the occupational aspirations of youth has been investigated a number of times. The results of such investigations have generally been positive; however, some research shows this relationship to be neutral or even negative.

Socio-economic status and vocational choice, positive

Magary (1960) stated that Hollingshead indicated the influence of class structure on youths' vocational choice when the latter concluded:

> The pattern of vocational choices corresponds roughly with the job patterns associated with each class in the adult work. Therefore, we believe that the adolescents' ideas of desirable jobs are a reflexion of their experiences in the class and family culture complexes. . . . The surprising thing to us is not the high percentage of youngsters in class II who want to go into business and the professions, but the low

> percentages in classes IV and V. Apparently these lower class youngsters, on the average, have adjusted their job desires to what they may hope to achieve. By so doing, they have limited their horizons to the class horizon and in the process they have unconsciously placed themselves in such a position that they will occupy in the class system the same levels as their parents. (Magary, 1960, p. 45)

Warren (1955) presented some of the problems with which the counselor of the mentally retarded is confronted as related to the retardate's family:

> Some of the most vexing problems in this field revolve around the unsound attitudes of parents toward their mentally retarded children. These are parents who underestimate, overestimate, or overindulge their children; who cannot or will not accept them as they are; who are beset by false fears or deluded by spurious optimism; who project their own shortcomings and aspirations and channelize all family tension in the direction of the afflicted; who so direct their children's activities and destinies as to block the very assistance they profess to seek for them. (Warren, 1955, p. 409)

Coleman (1953) worked with the parents of retarded children and disclosed that these parents admitted that they possessed high hopes for their children and found it difficult to face reality by accepting their children's limitations, especially without rejecting the children.

Jordan and deCharms (1959) offered the following statement which tends to support the theory that mental retardates are uniquely influenced by the home environment:

> The theoretical findings suggest that mentally retarded children are exposed to atypical child-rearing practices, at least as far as later achievement motivation is concerned. This gives some credence to the observation that parents of mentally retarded children have a different set of expectations which they proffer to their children. (Jordan and deCharms, 1959, p. 466)

Galler (1951) discovered that lower class boys were occupationally motivated by extrinsic reasons rather than altruistic or intrinsic reasons to a greater extent than were upper middle class boys. Galler indicated that the data gathered lends support to the belief that social class influences children's choice of occupation and the reasons for such choices. Berdie (1943) investigated the backgrounds of 106 pre-college high school boys and discovered that a close relationship existed between the occupations of the fathers and the interests of the sons. Beeson and Tope (1938) found that younger boys (grade nine) were more likely to select the occupations of their fathers than older boys (grades eleven and twelve). Kroger and Loutitt (1935) found few high school boys who desired to follow their father's occupations. Beilin (1952) investigated the factors affecting occupational choice among lower-socio-economic groups. The subjects involved in this study were seniors about to graduate from high school. Beilin discovered that a number of persons in the lower socio-economic groups selected occupations which did not involve many difficulties because they were conscious of the difficulties of climbing the vocational ladder. Dole (1961) studied the occupational and educational choices of students from grades six, nine and twelve as well as college students and disclosed that the occupational objectives of the younger students reflected the socio-economic forces of their environment. Haller and Miller (1961), employing the OAS in a study of 17-year-old boys, found a correlation of .37 between the socio-economic status of the respondent's family and occupational aspiration. One thorough investigation (Seidman, 1953) reported a significant relationship between adolescents' occupational aspiration and expectations and their socio-economic backgrounds. Another study involving a large sample of high school seniors from the entire state of Wisconsin tended to show that values specific to different social status positions are influential in the establishment of educational and occupational aspirations:

> . . . because the effects of measured intelligence and sex were controlled, the present tests lend support to the sociological claim that values specific to different status positions are most important influences on levels of educational and occupational aspiration. (Sewell, Haller, and Straus, 1957, p. 73)

Roberts (1947) investigated the effects of socio-economic status on the level of aspiration of 40 junior high school boys. This investigator discovered that children from favored socio-economic home environments tended to be more realistic in their goal-setting than were children from less favored homes. Ryden (1951) revealed that well over 80 percent of the high school students in his study thought of their parents as their chief vocational counselor. Strivers (1959) reported significant socio-economic influences on level of aspiration among high school girls. Gould (1941) found that level of aspiration average discrepancy scores among college males tended to be higher in subjects with an inferior socio-economic background than in those with a better background. Urell (1960) discovered that adolescents residing in different socio-economic settings have significantly different occupational aspirations. This same result was found by Stubbins (1950) while studying male adults. Bradley (1943), using high school and college students as subjects, generally confirmed the findings offered by Urell and Stubbins and added that students frequently select a vocation somewhat higher in the socio-economic scale than that occupied by the parent.

Super (1953) proposed that an individual's parental socio-economic level is one influencing factor on the design of career patterns. One researcher (Frank, 1941) believes that the level of aspiration may not be fully understood without consideration of the influence of the social and cultural background. After reviewing a number of studies, Erdman (1957) concluded that the home represents the major source of vocational counseling for youths. Other investigations generally lend support to the conclusions herein cited concerning the positive relationship between level of aspiration and socio-economic status (Peters, 1941; Singer and Stefflre, 1954; Youmans, 1956; Reissman, 1953; Hill and Hole, 1958; Carp, 1949; Speer and Jasker, 1949; Handley, 1949; Empy, 1956).

Socio-economic status and vocational choice, negative

Dubin (1961) investigated the work interests of retarded children. This researcher disclosed that work interest areas, as expressed by retarded girls and boys on the Manakin Interest Finder, had no relationship to the social class levels of their families. Stephenson's (1955) investigation of the occupational aspirations and plans of 443 ninth graders showed that the occupational aspirations and plans of these students did not reflect the occupational position of the father. Another investigation (Davis, Hagan, and Strouf, 1962) showed that occupational choice maturity of junior and senior high school age students has little or no relation to socio-economic level. Nelson (1939) indicated that the home is not much of an influence on occupational choice unless the father is in the professions of doctor, teacher or journalist. Ryan (1953) in summarizing previous research concluded that family influence is not a particularly important factor in establishing occupational goals. Anderson (1932) also discounted the influence of social forces in determining the choice of a life work. Auten's (1951) study on how students select vocations showed that the home influence is probably not a great determiner of occupational goal selection.

Socio-economic status and realism of vocational choice

Erdman (1957) investigated the vocational choices of slightly over 100 white mentally retarded adolescent boys who were enrolled in special classes located in six of the major labor market areas of Wisconsin. Erdman provided evidence to suggest that the types of experiences students have in the home and school are important in promoting realistic vocational selections. Ryan (1953) discovered that girls from families with higher incomes proved more realistic in occupational choice than did girls from lower income families. A 1946 study by Korner disclosed that parents or other members of a student's family frequently foster unrealistic vocational aims in the student.

Moore (1948) conducted a study designed to examine the relationship between realism of vocational choice and realism of the level of aspiration of high school senior boys. The 95 subjects involved were considered constant regarding sex, race, age, grade, national origins, and amount of vocational guidance received. Realism of vocational choice in this study was rating, on a six-point scale, of the discrepancy between vocational goal and ability as evidenced by aptitude test scores, achievement test scores, and scholastic record. The results of this study revealed that the realism of immediate goal-setting behavior is unrelated to external home environment. The results of this study also indicated that there appears to be no generality of realism between discrete long-range and immediate goal-setting behavior. The author of this study concluded that living in a favored home seemed to have little influence on the realism of occupational goals. An investigation of the realism of vocational preference of a stratified random sample of 508 high school graduates in Maryland (Lockwood, 1958) revealed that realism of vocational preference is uninfluenced by and unrelated to the socio-economic-cultural-prestige factors represented by residential district, race, sex, school attended, parental occupational level, and the number of other children in the family. Realism, as defined in this study, involved the degree of personal fitness of an individual high school graduate for his vocational preference in terms of the demands of the vocational preference. This researcher concluded that realism of vocational preference is an individual rather than a group phenomenon.

Age and Vocational Choice

Research results related to chronological age and vocational choice have been somewhat inconclusive in that such results have at times been conflicting. The following section of this paper presents some of the research results, both positive and negative, relating these two variables.

Age and vocational choice, positive

Roeber and Garfield (1943), employing high school students as subjects, indicated that evidence exists to the effect that vocational choices become slightly more realistic from lower secondary-school grades to upper secondary-school grades. Ryan (1953) investigated the factors affecting realistic and unrealistic choice of an occupation and found that the average age of the realistic male of his study was 22.4 years and the average age of the unrealistic male was 20.5 years indicating that there might be an age factor related to realism of vocational choice. Galler (1951) pointed to the influence of age upon choice of occupation. Dole (1961), studying intermediate grade, junior high school, and senior high school children, found that the younger subjects of his study were less realistic as concerns occupational objectives than were the older subjects. A review of the literature by Bradley (1943) disclosed that individuals' vocational choices may change with age. A similar review by Lockwood (1958) indicated that wiser vocational choices are frequently made by students at higher grade levels.

Age and vocational choice, negative

Stubbins (1948) conducted a study to establish some correlates of unrealism in vocational choice among 224 veterans. The results of this investigation refute some observations that older people tend to be more realistic in their occupational choices because of their practical work experience. Age, in this instance, was disclosed to be no determinant of realism of occupational choice. Canning, Taylor, and Carter (1941) found that vocational interests of older men, and high school groups may not be due to age. Klugman (1948) indicated that performance on an aspiration board appeared not to be influenced by age. One investigator (Carp, 1949) examined the realism of high school boys' occupational choices and concluded that little relationship existed between the level of their desired or expected occupations and chronological age. Schmidt and Rothney (1955) investigated the variability of vocational choices of high school students and reported convincing evidence on the instability of expressed vocational preferences from one year of high school to the next.

Sex and Occupational Choice

A review of the literature disclosed the fact that relatively few investigations involving sex and occupational choice have been reported.

Sex and occupational choice, positive

Davis, Hagan, and Strouf (1962) investigated parts of Ginzberg's theory of occupational choice. These investigators, employing 12-year-old students, found that more mature occupational choices seemed to correlate with the feminine sex. Bradley (1943) indicated that Endicott, studying the factors involved in influencing students in their choice of vocation, discovered that boys are more influenced by successful persons actually engaged in a particular type of work and that boys do more reading along vocational lines than do girls. This same researcher (Bradley, 1943) believes that sex differences in vocational attitudes may be a result of differences in certain aspects of physical growth. Bradley (1943) also reported that Boynton discovered a somewhat mild relationship between sex and vocational preference. Lehman and Witty (1936) researched the vocational attitudes of school children ages 8½ to 18½ years and discovered that the vocational attitudes of boys appear to change more frequently than do those of girls.

CHAPTER III

METHOD AND PROCEDURE

Sample Selection

Population

The school district chosen for this study, Washoe County School District, lies in Northern Nevada and enrolls somewhat over 25,000 students. The two major cities in this School District are Reno and Sparks. The two juxtaposed cities are similar in cultural environment and socio-economic conditions, thus leading to somewhat ideal research opportunities. These cities possess both urban and rural environments that run the gamut of American social class levels. The communities involved offer a limited number of wealthy families, a large number of professional persons, and many clerical, skilled, semi-skilled, and unskilled workers.

Sample

The sample selected for the present study consists of approximately equal numbers of students from the two cities, Reno and Sparks, described in the foregoing section. Sparks has but one senior high school while Reno supports two senior high schools. The Senior High School selected from the city of Reno was so chosen because its student body appeared to be more socio-economically like that of Sparks High School than did the second senior high school in Reno. The groups selected for comparative purposes from each of the two senior high schools were: (1) the mentally retarded group, (2) group A-B of the slow-learner students, (3) group A of the slow-learner students, (4) group B of the slow-learner students, and (5) the control group. The reader might refer to the definition of terms section of this paper for a description of the groups employed. The total number of students involved in the current investigation reached 86.

Mental retardates. The criteria for the selection of the mentally retarded groups for both senior high schools follow:

> In general, all educable mentally handicapped special education students between 16 and 19 years of age, residing in the geographic area served by the Earl Wooster Senior High School are eligible for program participation.
> Specifically, each student must first be certified for admission by an approved psychologist or psychometrist, and be accepted by the Division of Vocational Rehabilitation (DVR) as a client. Transfer students will be accepted, but must be certified by DVR as soon as possible in order to continue. The standards imposed by DVR are realistic and there would be little or no purpose for the school to continue a student that did not meet them.
>
> Certification criteria
>
> It is assumed that most students will meet all of the following criteria, but all students must meet at least two.
>
> (1) An Intelligence Quotient (IQ) measuring between 55-80 on an individual standardized test.
> (2) A Social Maturity Quotient (SQ) measuring between 60-80.
> (3) A minimum of three years of academic retardation indicated by a nationally standardized achievement test. (Brooks, 1963, p. 2)

The total number of mental retardates involved in the current study reached 16. Sparks and Wooster Senior High Schools involved six and ten mental retardates respectively.

Slow-learners. The modified track system utilized by the Senior High Schools of this study assigned students to the various tracks on the basis of three criteria: (1) teacher recommendation, (2) intellectual level, and (3) past academic performance. Track three is the "lower level" of the track system and students here assigned are termed "slow-learners". The students involved in the current study designated as slow-learners were those students assigned to a track three social studies class. Each Senior High School offered two such social studies classes. Social studies classes were selected rather than classes of other subject matter areas because it was felt by all concerned that the dissemination of occupational information may be more appropriately associated with social studies than with other disciplines.

The slow-learner groups are further designated as group A-B, Group A, and Group B. Group A-B is composed of the total number of students in group A and group B. Group A purposely received the enthusiastic endorsement of the classroom teacher concerning the dissemination of occupational information. Group B purposely received only a moderate endorsement by the classroom teacher concerning the dissemination of occupational information.

Table 1 affords the reader a summary of the number of slow-learner students from Sparks and Wooster Senior High Schools assigned to group A and group B. The total N for these groups reached 38. This number (38) then represents group A-B.

Table 1. Number of Slow-Learner Students Assigned to Groups A-B, A and B at Sparks and Wooster Senior High Schools

	Groups		
	A	B	Totals (A-B)
Sparks High School	12	9	21
Wooster High School	11	6	17
Totals	23	15	38

Control group. The control group (C) was selected randomly from a list of "low-intellectual-and-achievement level" track three boys prepared by the participating high schools. Randomness was accomplished by dividing the number of boys (155) appearing on the list by the number (40) desired for the control group. The quotient approached the number four. A lesser number (3) was then selected and every third name on the list was chosen to serve as a member of the control group. Attrition reduced the number in the control group to 32. Nineteen boys represented the control group from Sparks Senior High School while 13 boys represented the control group from Wooster Senior High School.

Instruments

The three measurement instruments employed in the current study were the Occupational Aspiration Scale (OAS), the Socio-Economic Scale and the Wechsler Adult Intelligence Scale (WAIS).

Occupational Aspiration Scale

The instrument utilized for the purpose of investigating occupational aspiration was the Occupational Aspiration Scale (OAS), revision 1, 1961, authored by Archibald O. Haller. The present researcher is in debt to Dr. Haller for the use of his aspiration instrument.

The OAS is an instrument consisting of eight multiple-choice items. This instrument permits responses at both the realistic and the idealistic levels of occupational aspiration. Time-dimension periods of occupational aspiration are also measured by this instrument. The two time-dimension responses are those of short-range (end of schooling) and long-range (at age 30). Each of these components is assessed twice resulting in eight questions. Each question offers 10 alternative answers from which one should be selected. The 10 alternatives are occupational titles drawn from among the 90 occupations ranked for prestige of occupation by the National Opinion Research Center in 1947. Table 2 is offered by Miller and Haller (1964, p. 449) to help the reader understand the composition of the OAS. The numbers enclosed in parenthesis allude to the question-numbers in which each item-wording is used. The numbers enclosed in parentheses refer to the combination of levels and goal-ranges for each question.

Table 2. OAS Format: Combination of Levels and Goal-Ranges for Each of the Four Question-Wordings

	Goals	
Level	Short-range (S)	Long-range (L)
Idealistic (I)	Of the jobs listed in this question, which ONE would you choose if you were FREE to CHOOSE ANY of them you wished when your SCHOOLING IS OVER? (2 and 4)	Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished? (6 and 8)
Realistic (R)	Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER? (1 and 3)	Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD? (5 and 7)

The following information concerning an analysis of responses to the OAS was presented by Haller and Miller (1961):

1. The rate of non-responses and unusable responses is less than one per cent.
2. The mean score is approximately 37 points.
3. The standard deviation of the scores is approximately 11.5-13.0 points.
4. The shape of the distribution of raw scores is approximately normal.
5. The split-half reliability is about r= .80, when corrected for attenuation.
6. The test-retest reliability coefficient, measured on equivalent forms administered 10 weeks apart, is r= .77.
7. The concurrent validity coefficient, measured against perhaps the best previous LOA instrument, is r= +.62. (Haller and Miller, 1961, p. 134)

Scoring is accomplished by assigning an occupational prestige weight to the alternative selected by the subject. Such weights were obtained from a scoring key offered by the author of the OAS. The order of the response to each question was randomized to reduce the possibility of spurious intercorrelation due to "response sets." This randomization also reduced the chances that the examinee would perceive the hierarchical ordering of the response alternatives. The alternatives for each question were scored within the range of zero to nine. The total score is the summation of the scores received on each of the eight questions. Total scores may conceivably range from zero to 72. Sub-test scores may also be obtained in the areas of short-range realistic, long-range realistic, short-range idealistic, long-range idealistic, total realistic, total idealistic, and total occupational aspiration. A duplicate of the OAS may be found in Appendix A of this paper.

Socio-Economic Scale

The Socio-Economic Scale used in the present study was adapted by the writer from Hollingshead (1949), Centers (1949), and Warner and Abegglen (1955). This scale was constructed in 1961 as part of a study concerning ability grouping (Jeffs, 1962). The Scale was pre-tested at Logan Junior High School, Logan, Utah. The answer sheets for 21 of the 100 seventh grade Logan Junior High School boys who were administered the Socio-Economic Scale as part of a pilot study were randomly selected to serve as a basis for establishing relationships between raters. The same number of answer sheets (21) was randomly selected from among 148 subjects of grade nine who completed the Socio-Economic Scale. Three raters from the staff of the Logan Junior High School rated each of the selected Socio-Economic Scale answer sheets independently. These raters were serving as counselors at Logan Junior High School and were somewhat acquainted with the socio-economic conditions of the community. Table 3 shows the relationships obtained between raters. The correlation coefficients offered are intended to show that the raters evaluated each student's socio-economic position at approximately the same level.

Table 3. Correlation Coefficients Obtained Between Raters of Socio-Economic Status for Grades 7 and 9, Logan Junior High School

Rater	r grade 7	r grade 9
Subjects[a] vs 3 raters[b]	.47	.94
Subjects vs author[c]	.55	.85
3 raters vs author	.95	.70
Author vs composite of raters[d]	.74	.95

[a] Randomly selected Logan Junior High School males, N=21 for each grade.
[b] One male and two female counselors.
[c] George A. Jeffs
[d] Three raters plus the subjects.

The socio-economic level of each subject involved in the current study was established by comparing biographic information provided by the Washoe County School District (Sparks and Reno area) with the Socio-Economic Scale categories. The A, B, C, D, and E categories were assigned corresponding weights of 5, 4, 3, 2, and 1 respectively. Thus, the family socio-economic status generally matching the socio-economic description of category D was given a weight of 2. Should the biographic information on family background correspond to that of category B, a socio-economic weight of 4 was assigned. The range of socio-economic weights is from 5 to 1. Most socio-economic classifications for the present study hovered around a weight of 2. A duplicate of the Socio-Economic Scale may be found in Appendix A of this paper.

Wechsler Adult Intelligence Scale

The WAIS was employed in this research to assess intellectual level. This particular individual mental measurement instrument is well known and respected by many researchers. The reader is referred to any good measurement source for a description of this instrument.

Statistical Analysis

The structure of this investigation lends itself to treatment by analysis of covariance. Such a technique permits compensation for initial differences in groups. It was the design of this study to compensate for any initial differences in intellectual level, socio-economic status, age, and pre-test occupational aspirations. Borg (1963) points to the use of analysis of covariance technique:

> Many Master's theses are started after the children to be studied have already been assigned to a classroom, and school authorities are generally unwilling to rearrange classes in order to accommodate the research worker. It is not possible under these circumstances for the pupils in these classes to be assigned randomly to the different experimental conditions. This limitation rules out analysis of variance. In this case, initial differences between the groups are likely to occur, and these initial differences will, of course, have an effect on the final measurement of the dependent variable. Covariance analysis permits the experimenter to adjust the mean scores obtained on the final measure to compensate for differences between groups that have been discovered in the initial testing. (Borg, 1963, p. 144)

Data for the current study were processed by the Data Processing Center, University of Nevada, Reno, Nevada.

Procedure

The following section of this paper offers the reader an overview of the procedure employed in gathering data. This section of the paper shall describe the independent variables, delineate pre-test procedures, discuss on-the-job training, tell how occupational information was disseminated, describe what teacher support for the program entails, and delineate post-test procedures.

Independent variables

Previous description offered the reader an account of the groups involved in the current study - mentally retarded (MR), slow-learner (A-B), slow-learner (A), slow-learner (B), and control (C). The independent variables applied to the first of these groups, the MR group, were on-the-job training and occupational information. It may be recalled that the second of these groups, slow-learner (A-B), is a combination of slow-learner group A and slow-learner group B. The independent variables applied to the third of these groups, slow-learner (A), were occupational information and the enthusiastic endorsement of the classroom teacher for offering occupational information. The independent variables applied to the fourth of these groups, slow-learner (B), were occupational information with the absence of enthusiastic support by the classroom teacher for offering occupational information. The control group (C) received neither on-the-job training nor occupational information.

Pre-tests

OAS. Each member of the groups involved was pre-tested with the OAS during the second week of September, 1963. Testing conditions were somewhat ideal since the groups were small - averaging about 15 students per group for each of groups A, B and C. The OAS was administered individually to each member of the mentally retarded group. The writer read to all students each word of the OAS but was especially careful to read and re-read all words to the mentally retarded students because some of the mentally retarded students were non-readers. The fact that the mentally retarded and many of the slow-learner students have difficulty with reading might have influenced the results of this study.

The OAS was administered by the writer and in most instances with the aid of a proctor. The investigator offered limited verbal descriptions of most of the job choices listed on the OAS. Further information was given about jobs listed when such information was sought by one or more of the students. The latter gesture may have served to elicit more "honest" responses. Ignorance of occupational titles has drawn comment from Miller and Haller (1964):

> Ignorance of the meaning of occupational titles may restrict one's true LOA. In the real world a person must choose among the alternatives he knows. If a certain youth's knowledge is restricted to the low prestige occupations, he would truly be forced to choose among these. Thus ignorance limits aspiration. When the meanings of occupational titles are not explained to the student, his responses to the OAS properly record the limitations on his aspirations which are due to his lack of knowledge. (Miller and Haller, 1964, p. 450)

WAIS. Each student involved in this project was individually administered the WAIS. The writer administered all intelligence evaluations as he did all other measurement instruments used in the current study. The administration of the WAIS began in October, 1963 and extended to May, 1964. That is, some students received the WAIS in October, 1963 while others received an evaluation by this instrument during the months which passed between October, 1963 and May, 1964.

Socio-Economic Scale. The socio-economic level of each student was determined by aligning paternal and/or maternal occupational status with the various categories of the Socio-Economic Scale. All socio-economic classifications were determined by the writer.

On-the-job training

Seventy-five per cent (12) of the mentally retarded group received on-the-job training. The remaining 25 per cent (4) were not placed because the vocational rehabilitation counselors failed to receive parental permission for on-the-job training. The vocational rehabilitation counselors reported that those mentally retarded students who received on-the-job training held such positions as newspaper boy, baker's helper, yardworker, cafeteria worker, floorsweeper, teacher's assistant, helper in a nursery department of a hardware store, helper in a potatoe chip processing plant, bag boy in a grocery store, porter in an auto body shop, body and fender apprentice, concessionaire in a baseball park, library assistant, and courtesy clerk in a food store. A student may have held one or more of the jobs listed. Length of time per day during which the mental retardate was engaged in on-the-job training ranged from one-half to eight hours. Also, these jobs did not demand that the student be on-the-job every day. Some students worked as little as three days a week while others worked as much as seven days a week.

The vocational counselors evaluated each mentally retarded student's potential, sought jobs in the community, worked with prospective employers, placed students on jobs, and with the employers made evaluations of job performance. These counselors have offered a general rating of work satisfaction for each mentally retarded student employed. Of the 12 mental retardates employed, three received a job performance rating of good, seven received a job performance rating of fair, and two received a job performance rating of poor. The results of this study might be influenced by the fact that not all mental retardates received on-the-job training.

Occupational information

Occupational information was offered to each of the experimental groups (MR, A and B) once a week for a period of approximately 45 minutes. Occupational information instruction began on September 24, 1963 and terminated on May 29, 1964. All lessons were offered by the same lecturer, Mrs. Lillian Barnum, with the regular teacher in attendance. All lessons were prepared well in advance of the presentation period. Pre-arrangement was made for classroom aids, i.e., films, film projectors, charts, pictures, posters, etc. An outline, made prior to classtime and listing the most important points of the lesson, was written on the blackboard to serve as a guide for both students and instructor. Detailed information for the lesson was secured from the fact sheet which was composed by Mrs. Barnum. A duplicate of the syllabus constructed by Mrs. Barnum may be found in Appendix B of this paper and offers a more complete description of the process of disseminating occupational information.

Teacher support

Both Mrs. Barnum, occupational information instructor, and the writer counseled with the classroom teachers of group A (slow-learners) in an attempt to promote complete support for the program. Such counseling consisted of discussing and evaluating past and present lectures as well as constructively criticizing future lesson plans. An integral part of the counseling process was eliciting classroom teacher interpretation of student reactions to offering occupational information and involving the classroom teacher in designing and redesigning future occupational information lectures. The classroom teachers of group B (slow-learners), however, received no such counseling. The latter classroom teachers appeared somewhat ambivalent to the program.

CHAPTER IV

RESULTS

Introduction

Analysis of covariance, the statistical analysis employed for this study, permits the comparison of various post-test scores while holding constant the influence of pre-test differences between groups. Pre-test differences between groups occurred in intelligence, socio-economic status, age, and occupational aspirations. The following section of this paper reports the findings of this research. Each hypothesis will again be stated and findings related to each hypothesis will be offered. Results are reported as differences (F and adjusted F) between post-test scores.

Mentally Retarded Group and Control Group Comparisons

The first hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded and control groups as a result of offering on-the-job training and occupational information to the former. The reader is referred to Table 4 for a numerical overview of the findings related to this hypothesis. Significant differences (adjusted F) in occupational aspirations were found between the mentally retarded (MR) and control (C) groups in all but two areas, short- and long-range realistic level. The latter, however, approached significance. Significant differences at the one per cent level of confidence were found concerning total occupational aspiration and total idealistic level while significant differences at the five per cent level of confidence were disclosed concerning short- and long-range idealistic level and total realistic level. In each instance disclosing a significant difference, the mentally retarded (MR) group expressed lower occupational aspirations than did the control (C) group. It may be noted that in each instance the control (C) group advanced

Table 4. A Comparison of Intelligence, Socio-Economic Status, Age, Pre- and Post-Test Occupational Aspiration Means, Significance of Difference (F) Between Means, Combined Means, and Final Adjusted Significance of Difference (Adjusted F) Between the Mentally Retarded and Control Groups

					Short-Range Realistic		Long-Range Realistic		Short-Range Idealistic		Long-Range Idealistic	
	N	IQ	SE	Age (Months)	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Mentally Retarded	16	78.125	1.938	195.188	6.750	4.125	7.878	5.375	8.625	7.125	8.313	6.563
Control	32	96.031	2.313	201.531	6.406	6.969	6.781	7.656	9.531	10.938	9.844	11.375
Difference (F)		81.401**	1.443	4.853*	.103	7.205*	1.073	5.244*	.545	10.979**	1.863	20.533**
Combined Means		90.063	2.188	199.417	6.521	6.021	7.146	6.896	9.229	9.667	9.333	9.771
Difference Between Two Groups (Adjusted F)						2.064		3.597		4.759*		4.294*

	Total Occupational Aspiration		Total Realistic		Total Idealistic	
	Pre	Post	Pre	Post	Pre	Post
Mentally Retarded	31.563	23.188	14.625	9.500	16.938	13.688
Control	32.344	36.938	13.500	14.625	19.375	22.625
Difference (F)	.066	22.983**	.432	11.001**	1.784	28.673**
Combined Means	32.083	32.354	13.878	12.917	18.563	19.646
Difference Between Two Groups (Adjusted F)		12.333**		4.452*		10.769**

** .01 per cent level of confidence

* .05 per cent level of confidence

their occupational aspirations from pre- to post-test. The mentally retarded (MR) group, however, decreased their occupational aspirations from pre- to post-test. This may mean that the significant differences were more a result of the control (C) group advancing their aspirations than the mentally retarded (MR) group reducing their aspirations. This finding may also mean that without the experience of on-the-job training and without having received occupational information, the mentally retarded (MR) group may have advanced rather than reduced their aspirations. One possible reason why the mentally retarded (MR) group reduced their occupational aspirations while the control (C) group advanced their occupational aspirations might be that the former, as a result of experiencing on-the-job training and receiving occupational information, may have realized a greater congruence between interest patterns and occupational choice. That is, the mentally retarded (MR) student may have been influenced by the independent variables to the point that he looked for occupational goals which were more appropriate to his interest patterns and abilities. The control (C) group, not experiencing on-the-job training or receiving occupational information, did not have the direct experience or information which might lead to more appropriate occupational choice but instead compensated for disappointment and defeat, as often experienced by academically retarded students, by aspiring unduly high.

Significant differences in total occupational aspiration and total realistic and idealistic levels of occupational choice between the mentally retarded (MR) and control (C) groups were discovered; therefore, hypothesis 1 must be rejected.

Slow-Learner (A-B) Group and Control Group Comparisons

Hypothesis 2 stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the

Table 5. A Comparison of Intelligence, Socio-Economic Status, Age, Pre- and Post-Test Occupational Aspiration Means, Significance of Difference (F) Between Means, Combined Means, and Final Adjusted Significance of Difference (Adjusted F) Between the Slow-Learner (A-B) and Control Groups

					Short-Range Realistic		Long-Range Realistic		Short-Range Idealistic		Long-Range Idealistic	
	N	IQ	SE	Age (Months)	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Slow-Learner (A-B)	38	95.737	2.105	203.895	6.368	4.737	7.500	5.842	8.737	9.368	9.579	10.395
Control	32	96.031	2.313	201.531	6.406	6.969	6.781	7.656	9.531	10.938	9.844	11.375
Difference (F)		.051	.932	.865	.002	6.478*	.901	6.865*	.691	3.363	.089	1.393
Combined Means		95.871	2.200	202.814	6.386	5.757	7.171	6.671	9.100	10.086	9.700	10.843
Difference Between Two Groups (Adjusted F)						8.983**		7.585**		1.845		1.077

	Total Occupational Aspiration		Total Realistic		Total Idealistic	
	Pre	Post	Pre	Post	Pre	Post
Slow-Learner (A-B)	32.184	30.342	13.868	10.579	18.316	19.500
Control	32.344	36.938	13.500	14.625	19.375	22.625
Difference (F)	.005	8.795**	.079	10.238**	.511	6.024*
Combined Means	32.257	33.357	13.700	12.429	18.800	20.929
Difference Between Two Groups (Adjusted F)		12.232**		15.275**		4.984*

** .01 per cent level of confidence

* .05 per cent level of confidence

combined slow-learner (A-B) and control (C) groups as a result of offering occupational information to the former. The reader is referred to Table 5 for a review of the findings related to hypothesis 2. The slow-learner (A-B) group showed a significantly lesser magnitude of occupational aspiration than did the control (C) group in all occupational aspiration areas except short- and long-range idealistic levels. The slow-learner (A-B) group exhibited a significantly lower total realistic level (10.579) than did the control (C) group (14.625). Differences in short-range realistic, long-range realistic and total realistic levels of occupational aspiration proved significant at the one per cent level of confidence. The slow-learner (A-B) group also professed a significantly lower (one per cent level of confidence) total occupational aspiration (30.342) than did the control (C) group (36.938). The total idealistic level score (19.500) expressed by the slow-learners (A-B) was also significantly lower than the total idealistic level score (22.625) reported by the control (C) group. The latter difference reached the five per cent level of confidence.

The finding that the adjusted F differences between the slow-learners (A-B) and control (C) groups reached significance in regard to short- and long-range realistic levels may indicate that offering occupational information tends to produce a more conservative approach to the realistic level of job selection. Such a difference was not noted in connection with short- and long-range idealistic levels and may indicate that occupational information has little influence on the idealistic level of occupational choice. Findings indicate that the mentally retarded (MR) group did not differ significantly from the control (C) group (Table 4) in terms of short- and long-range realistic level of occupational aspiration while differences between these groups concerning short- and long-range idealistic levels proved significant. The reverse is true when comparisons are made between the slow-learners (A-B) and control (C) groups (Table 5). That is, short- and long-range realistic level scores were significantly different, but short- and long-range idealistic level scores were not significantly different. This finding may indicate that on-the-job training promotes a more conservative idealistic approach to job selection than does receiving occupational information. The findings may also indicate that on-the-job training and/or occupational information promote greater conservatism in total realistic level of occupational aspiration as well as a more appropriate total occupational aspiration.

Significant differences in total occupational aspiration and total realistic and idealistic levels of occupational choice between the combined slow-learner (A-B) and control (C) groups were discovered; therefore, hypothesis 2 must be rejected.

Slow-Learner (A) Group and Control Group Comparisons

Hypothesis 3 stated that there would be no significant difference in the occupational aspirations or realism of occupational goals between the slow-learner (A) and control (C) groups as a result of offering occupational information to the former with induced support by the classroom teacher. The reader is referred to Table 6 for a summary of the results obtained concerning a comparison of the slow-learner (A) and control (C) groups. The slow-learner (A) group exposed a significantly lower total occupational aspiration (31.957) than did the control (C) group (36.938). This difference proved to be significant at the one per cent level of confidence. The slow-learner (A) group also showed a significant difference in total realistic level (one per cent level of confidence) as compared to the control (C) group. In this case the slow-learner (A) group professed a lesser

Table 6. A Comparison of Intelligence, Socio-Economic Status, Age, Pre- and Post-Test Occupational Aspiration Means, Significance of Difference (F) Between Means, Combined Means, and Final Adjusted Significance of Difference (Adjusted F) Between the Slow-Learner (A) and Control Groups

					Short-Range Realistic		Long-Range Realistic		Short-Range Idealistic		Long-Range Idealistic	
	N	IQ	SE	Age (Months)	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Slow-Learner (A)	23	95.130	2.174	201.261	7.348	5.913	8.522	6.174	8.783	9.174	10.174	10.696
Control	32	96.031	2.313	201.531	6.406	6.969	6.781	7.656	9.531	10.938	9.844	11.375
Difference (F)		.390	.308	.011	1.036	1.012	4.658*	3.312	.441	3.484	.108	.526
Combined Means		95.655	2.255	201.418	6.800	6.527	7.509	7.036	9.218	10.200	9.982	11.901
Difference Between Two Groups (Adjusted F)					3.428		6.114*		2.589		.705	

	Total Occupational Aspiration		Total Realistic		Total Idealistic	
	Pre	Post	Pre	Post	Pre	Post
Slow-Learner (A)	34.826	31.957	15.870	12.087	18.957	19.435
Control	32.344	36.938	13.500	14.625	19.375	22.625
Difference (F)	1.848	3.879	2.910	2.999	.060	5.241*
Combined Means	33.382	34.855	14.491	13.564	19.200	21.291
Difference Between Two Groups (Adjusted F)	10.533**		9.115**		6.372*	

** .01 per cent level of confidence

* .05 per cent level of confidence

degree of occupational aspiration (total realistic) than did the control (C) group. This same slow-learner (A) group expressed long-range realistic and total idealistic levels which were significantly (five per cent level of confidence) below that expressed by the control (C) group.

It may be seen from Table 6 that significant differences between the slow-learner (A) and control (C) groups did not occur in short- or long-range idealistic level or short-range realistic level. Significant differences between the slow-learner (A) and control (C) groups in long-range realistic and total realistic levels reached the five and one per cent level of confidence respectively. Such findings may indicate that teacher support for offering occupational information yields more influence on the realistic level of occupational choice than on the idealistic level of occupational choice.

Significant differences in total occupational aspiration and total realistic and idealistic levels of occupational choice between the slow-learner (A) and control (C) groups were discovered; therefore, hypothesis 3 must be rejected.

Slow-Learner (B) Group and Control Group Comparisons

Hypothesis 4 stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the slow-learner (B) and control (C) group as a result of offering occupational information to the former without the endorsement of the classroom teacher. The reader is referred to Table 7 for a capitulation of the findings related to hypothesis 4. The slow-learner (B) group expressed a significantly lower (2.933) short-range realistic score than did the control (C) group (6.969). This significance reached the one per cent level of confidence. The same slow-learner (B) group also showed a significantly lower (8.267) total realistic level score than the control (C) group (14.625). The latter

Table 7. A Comparison of Intelligence, Socio-Economic Status, Age, Pre- and Post-Test Occupational Aspiration Means, Significance of Difference (F) Between Means, Combined Means, and Final Adjusted Significance of Difference (Adjusted F) Between the Slow-Learner (B) and Control Groups

					Short-Range Realistic		Long-Range Realistic		Short-Range Idealistic		Long-Range Idealistic	
	N	IQ	SE	Age (Months)	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Slow-Learner (B)	15	96.667	2.000	207.933	4.867	2.933	5.933	5.333	8.667	9.667	8.667	9.933
Control	32	96.031	2.313	201.531	6.406	6.969	6.781	7.656	9.531	10.938	9.844	11.375
Difference (F)		.140	1.047	3.596	2.226	14.340**	.907	5.578*	.444	1.083	1.180	1.857
Combined Means		96.234	2.213	203.575	5.915	5.681	6.551	6.915	9.255	10.532	9.468	10.915
Difference Between Two Groups (Adjusted F)						11.892**		2.334		.103		.340

	Total Occupational Aspiration		Total Realistic		Total Idealistic	
	Pre	Post	Pre	Post	Pre	Post
Slow-Learner (B)	28.133	27.867	10.800	8.267	17.333	19.600
Control	32.344	36.938	13.500	14.625	19.375	22.625
Difference (F)	1.918	8.983**	3.056	16.207**	1.070	2.894
Combined Means	31.000	34.043	12.638	12.596	18.723	21.660
Difference Between Two Groups (Adjusted F)		4.485*		10.448**		.721

** .01 per cent level of confidence
* .05 per cent level of confidence

significance also reached the one per cent level of confidence. The total occupational aspiration scores (27.867 and 36.938) offered by these two groups proved significantly different at the five per cent level of confidence, the slow-learner (B) group expressing lower aspirations.

It may be noted by comparing Table 6 with Table 7 that a significant difference exists between the slow-learner (A) and the control (C) groups in long-range realistic level (Table 6) and slow-learner (B) and the control (C) groups in short-range realistic level (Table 7). This finding might indicate that teacher support for a program offering occupational information is influential as concerns long-range realistic levels whereas lack of teacher support may have a more direct or indirect influence on short-range realistic level. The fact that the total N for the slow-learner (B) group was but 15 may have distorted the findings.

Significant differences in total occupational aspiration and total realistic level of occupational choice between the slow-learner (B) and control (C) groups were discovered; therefore, hypothesis 4 must be rejected.

Mentally Retarded Group and Slow-Learner (A-B) Group Comparisons

Hypothesis 5 stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded (MR) and combined slow-learner (A-B) groups as a result of offering on-the-job training and occupational information to the former and occupational information only to the latter. The reader may wish to review Table 8 for a survey of the results obtained which relate to this comparison. No significant occupational aspiration differences were detected between the mentally retarded (MR) and slow-learner (A-B) groups.

Significant differences in total occupational aspiration and total realistic and idealistic levels of occupational choice between the

Table 8. A Comparison of Intelligence, Socio-Economic Status, Age, Pre- and Post-Test Occupational Aspiration Means, Significance of Difference (F) Between Means, Combined Means, and Final Adjusted Significance of Difference (Adjusted F) Between the Mentally Retarded and Slow-Learner (A-B) Groups

					Short-Range Realistic		Long-Range Realistic		Short-Range Idealistic		Long-Range Idealistic	
	N	IQ	SE	Age (Months)	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Mentally Retarded	16	78.125	1.938	195.188	6.750	4.125	7.875	5.375	8.625	7.125	8.313	6.563
Slow-Learner (A-B)	38	95.737	2.105	203.895	6.368	4.737	7.500	5.842	8.737	9.368	9.579	10.395
Difference (F)		78.578**	.451	6.970*	.126	.430	.102	.373	.011	4.890*	1,112	12.060**
Combined Means		90.519	2.056	201.315	6.481	4.556	7.611	5.704	8.704	8.704	9.204	9.260
Difference Between Two Groups (Adjusted F)						1.281		.226		.655		1.560

	Total Occupational Aspiration		Total Realistic		Total Idealistic	
	Pre	Post	Pre	Post	Pre	Post
Mentally Retarded	31.563	23.188	14.625	9.500	16.938	13.688
Slow-Learner (A-B)	32.184	30.342	13.868	10.579	18.316	19.500
Difference (F)	.048	7.956**	.159	.553	.673	13.633**
Combined Means	32.000	28.222	14.093	10.259	17.907	17.778
Difference Between Two Groups (Adjusted F)		3.045		1.436		1.607

** .01 per cent level of confidence
* .05 per cent level of confidence

Table 9. A Comparison of Intelligence, Socio-Economic Status, Age, Pre- and Post-Test Occupational Aspiration Means, Significance of Difference (F) Between Means, Combined Means, and Final Means, Significance of Difference (Adjusted F) Between the Mentally Retarded and Slow-Learner (A) Groups

					Short-Range Realistic		Long-Range Realistic		Short-Range Idealistic		Long-Range Idealistic	
	N	IQ	SE	Age (Months)	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Mentally Retarded	16	78.125	1.938	195.188	6.750	4.125	7.878	5.375	8.625	7.125	8.313	6.563
Slow-Learner (A)	23	95.130	2.174	201.261	7.348	5.913	8.522	6.174	8.783	9.174	10.174	10.696
Difference (F)		56.709**	.744	3.801	.261	2.925	.248	.902	.019	3.950	1.906	11.452**
Combined Means		88.154	2.077	198.769	7.103	5.179	8.256	5.846	8.718	8.333	9.410	9.000
Difference Between Two Groups (Adjusted F)						1.232		.256		.224		1.965

	Total Occupational Aspiration		Total Realistic		Total Idealistic	
	Pre	Post	Pre	Post	Pre	Post
Mentally Retarded	31.563	23.188	14.625	9.500	16.938	13.688
Slow-Learner (A)	34.826	31.957	15.870	12.087	18.957	19.435
Difference (F)	1.140	10.907**	.372	2.692	1.264	12.630**
Combined Means	33.487	28.359	15.359	11.026	18.128	17.077
Difference Between Two Groups (Adjusted F)		2.661		1.213		1.331

** .01 per cent level of confidence

* .05 per cent level of confidence

mentally retarded (MR) and combined slow-learner (A-B) groups were not discovered; therefore, hypothesis 5 must be accepted.

Mentally Retarded Group and Slow-Learner (A) Group Comparisons

Hypothesis 6 stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded (MR) and slow-learner (A) Group as a result of offering on-the-job training and occupational information to the former and occupational information only but with support by the classroom teacher to the latter. The reader is referred to Table 9 for a summary of the results related to this comparison. No significant occupational aspiration differences were noted between the mentally retarded (MR) and slow-learner (A) groups.

Significant differences in total occupational aspiration and total realistic and idealistic levels of occupational choice between the mentally retarded (MR) and slow-learner (A) groups were not discovered; therefore, hypothesis 6 must be accepted.

Mentally Retarded Group and Slow-Learner (B) Group Comparisons

Hypothesis 7 stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded (MR) and slow-learner (B) groups as a result of offering on-the-job training and occupational information to the former and occupational information only and without the endorsement of the classroom teacher to the latter. The reader should survey Table 10 for a numerical summary of the findings related to hypothesis 7. No significant occupational aspiration differences were discovered between the mentally retarded (MR) and slow-learner (B) groups.

Significant differences in total occupational aspiration and total realistic and idealistic levels of occupational choice between the mentally

Table 10. A Comparison of Intelligence, Socio-Economic Status, Age, Pre- and Post-Test Occupational Aspiration Means, Significance of Difference (F) Between Means, Combined Means, and Final Adjusted Significance of Difference (Adjusted F) Between the Mentally Retarded and Slow-Learner (B) Groups

	N	IQ	SE	Age (Months)	Short-Range Realistic Pre	Short-Range Realistic Post	Long-Range Realistic Pre	Long-Range Realistic Post	Short-Range Idealistic Pre	Short-Range Idealistic Post	Long-Range Idealistic Pre	Long-Range Idealistic Post
Mentally Retarded	16	78.125	1.938	195.188	6.750	4.125	7.878	5.375	8.625	7.125	8.313	6.563
Slow-Learner (B)	15	96.667	2.000	207.933	4.867	2.933	5.933	5.333	8.667	9.667	8.667	9.933
Difference (F)		47.439**	.035	9.161**	2.208	2.599	1.718	.002	.001	3.428	.062	6.179*
Combined Means		87.097	1.968	201.355	5.839	3.548	6.935	5.355	8.645	8.355	8.484	8.194
Difference Between Two Groups (Adjusted F)						.291		.012		2.118		.346

	Total Occupational Aspiration Pre	Total Occupational Aspiration Post	Total Realistic Pre	Total Realistic Post	Total Idealistic Pre	Total Idealistic Post
Mentally Retarded	31.563	23.188	14.625	9.500	16.938	13.688
Slow-Learner (B)	28.133	27.867	10.800	8.267	17.333	19.600
Difference (F)	1.122	2.303	2.779	.696	.041	7.936**
Combined Means	29.903	25.452	12.774	8.903	17.129	16.548
Difference Between Two Groups (Adjusted F)		1.590		.019		2.343

** .01 per cent level of confidence
* .05 per cent level of confidence

Table 11. A Comparison of Intelligence, Socio-Economic Status, Age, Pre- and Post-Test Occupational Aspiration Means, Significance of Difference (F) Between Means, Combined Means, and Final Adjusted Significance of Difference (Adjusted F) Between the Two Slow-Learner (A and B) Groups

	N	IQ	SE	Age (Months)	Short-Range Realistic		Long-Range Realistic		Short-Range Idealistic		Long-Range Idealistic	
					Pre	Post	Pre	Post	Pre	Post	Pre	Post
Slow-Learner (A)	23	95.130	2.174	201.261	7.348	5.913	8.522	6.174	8.783	9.174	10.174	10.696
Slow-Learner (B)	15	96.667	2.000	207.933	4.867	2.933	5.933	5.333	8.667	9.667	8.667	9.933
Difference (F)		.658	.464	3.193	4.969*	8.226**	5.385*	1.129	.009	.195	1.334	.394
Combined Means		95.737	2.105	203.895	6.368	4.737	7.500	5.842	8.737	9.368	9.579	10.395
Difference Between Two Groups (Adjusted F)						1.234		.041		.254		.223

	Total Occupational Aspiration		Total Realistic		Total Idealistic	
	Pre	Post	Pre	Post	Pre	Post
Slow-Learner (A)	34.826	31.957	15.870	12.087	18.957	19.435
Slow-Learner (B)	28.133	27.867	10.800	8.267	17.333	19.600
Difference (F)	4.931*	2.075	7.547**	5.660*	.672	.009
Combined Means	32.184	30.342	13.869	10.579	18.316	19.500
Difference Between Two Groups (Adjusted F)		.004		.037		.134

** .01 per cent level of confidence
* .05 per cent level of confidence

retarded (MR) and slow-learner (B) groups were not discovered; therefore, hypothesis 7 must be accepted.

Slow-Learner (A) Group and Slow-Learner (B) Group Comparisons

Hypothesis 8 stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between slow-learner group A and slow-learner group B as a result of offering both groups occupational information but with classroom teacher support for offering occupational information to slow-learner group A only. The reader should review Table 11 for a numerical overview of the data collected which related to hypothesis 8. No significant occupational aspiration differences were found between the slow-learners of groups A and B. This finding may indicate that teacher attitude toward offering occupational information has little influence on occupational choice.

Significant differences in total occupational aspiration and total realistic and idealistic levels of occupational choice between the slow-learner (A) and slow-learner (B) groups were not discovered; therefore, hypothesis 8 must be accepted.

Total Occupational Aspiration

It may be noted on page 30 that the mean score for total occupational aspiration is 37 with a standard deviation of approximately 12.25 (Haller and Miller, 1961). Table 12 affords the reader a comparison of the mean total occupational aspiration scores obtained from the present study with that offered by Haller and Miller (1961).

Table 12. A Comparison of the Haller and Miller Total Occupational Aspiration Scores with Total Occupational Aspiration Post-Test Scores of the Present Study

		TOA Post-Test Scores				
	Haller & Miller	Mentally Retarded	Slow-Learner (A-B)	Slow-Learner (A)	Slow-Learner (B)	Controls (C)
Mean Scores:	37.000	23.188	30.342	31.957	27.867	36.938

Since the mentally retarded (MR) group expressed a mean total occupational aspiration score (23.188) which approximates one standard deviation below the mean score (37.000) obtained by the "normal" boys of the Haller and Miller (1961) study, it might be assumed that the mental retardate's post-test occupational aspirations were more in accord with their abilities than was the case before they experienced on-the-job training and received occupational information. It might be anticipated that offering on-the-job training and occupational information should promote a more factual evaluation of total occupational aspiration than should offering occupational information without the experience of on-the-job training. Thus, it might be surmised that the slow-learners would aspire somewhat higher occupationally than the mentally retarded (MR) group and somewhat below the control (C) group. This, indeed, was the case. It may also be surmised that teacher endorsement for offering occupational information (as with slow-learner A group) might promote a more appropriate degree of total occupational aspiration than would the lack of teacher endorsement for such a program (as with slow-learner B group). This, however, was not the case. It might also be anticipated that the control (C) group should express a total occupational aspiration somewhat below that of the "normal" group because the control (C) group possess a lesser degree of intelligence and possibly occupy a lower socio-economic position. This, also, was

Table 13. A Comparison of the Haller and Miller Average Expression Level and Time-Dimension Scores With Those of the Present Study

	Short-Range Realistic	Long-Range Realistic	Short-Range Idealistic	Long-Range Idealistic	Total Realistic	Total Idealistic
Haller and Miller	3.28	4.18	5.12	5.72	3.79	5.42
Mentally Retarded Pre-Test	3.375	3.937	4.312	4.156	3.656	4.235
Mentally Retarded Post-Test	2.062	2.687	3.562	3.281	2.375	3.422
Slow-Learner (A-B) Pre-Test	3.184	3.750	4.368	4.789	3.467	4.578
Slow-Learner (A-B) Post-Test	2.368	2.921	4.684	5.197	2.645	4.875
Slow-Learner (A) Pre-Test	3.674	4.261	4.391	5.087	3.967	4.739
Slow-Learner (A) Post-Test	2.956	3.087	4.587	5.348	3.022	4.858
Slow-Learner (B) Pre-Test	2.433	2.966	4.333	4.333	2.700	4.333
Slow-Learner (B) Post-Test	1.466	2.666	4.833	4.966	2.067	4.900
Control Group Pre-Test	3.203	3.390	4.765	4.922	3.375	4.844
Control Group Post-Test	3.484	3.828	5.469	5.687	3.656	5.656

not the case. Thus, it might be said that the control (C) group did not aspire occupationally in accord with ability.

Expression Level and Time-Dimension Comparisons

The reader is referred to Table 13 for an overview of the results of the current investigation as compared to the results of a study conducted by Haller and Miller (1961) both of which employed the Occupational Aspiration Scale. Haller and Miller offered an average of the scores from each of three samples for each of the two OAS items related to expression level (realistic or idealistic) and time-dimension periods (short-range or long-range). The highest possible mean score was nine while the lowest possible mean score was zero. The present author, with the permission of Dr. Haller, established combined means for the three samples offered by Haller and Miller. Since the subjects employed in the Haller and Miller study were "intellectually normal" senior high school boys, the current author shall use these figures as "norm-group means." Table 13, then, offers the reader a comparison of the results of the present study with those "norms" established by Haller and Miller. Each score of the present study, as presented in Tables 4 through 11, represents combined scores of two groups and thus had to be reduced by half so that they might be compared to the Haller and Miller data.

It will be noted on Table 13 that the pre-test scores for the mentally retarded (MR) group approached and in one instance (short-range realistic) surpassed the "norm" scores offered by Haller and Miller. This finding may indicate a somewhat unrealistic approach to occupational goal selection because a mentally retarded student realistically should set his occupational aspirations somewhat below that of the "normal" senior high school male.

Pre-test results disclosed that in several instances the mentally retarded (MR) group exceeded the expressed occupational aspirations of the control (C) group. The fact that the mentally retarded (MR) group found themselves with each other throughout most of the academic day may have instilled in them a greater sense of "group belongingness" and as a result they professed occupational aspirations which were restricted in range. The other groups involved in the present study did not find themselves together throughout the academic day and may not have developed a "closeness of association." Thus, their occupational aspirations may show greater dispersion. Also, the fact that the mentally retarded (MR) group represented the lowest of the socio-economic ratings may have tended to promote more similarity in occupational aspiration. Edwards and Wilson (1961) proposed that children from lower-class families permit more peer group influence of attitudinal development than do children from middle-class families. Association with peers of like mental ability and like socio-economic backgrounds may produce like levels of occupational aspiration. The mental retardate's high pre-test aspirations may be the result of ignorance of the world of work; a desire to win parent, teacher, or peer approval; a desire to live up to parental expectations; or compensation for feelings of inferiority or insecurity.

Post-test results indicate that the mentally retarded (MR) students reduced their occupational goals to what might be considered more in accord with their ability. The mentally retarded (MR) group may have aspired occupationally at a level more in accord with ability after receiving on-the-job training and occupational information because they had developed a more adequate self-concept and were more able to compare their potentialities with the levels at which they may seek employment. Post-test results may reflect a greater knowledge of self, a greater acceptance of self, and more information about the world of work. The society in which we live often regards unskilled or semi-skilled work as having little prestige.

Occupational information may act as a force to overcome such an attitude and develop acceptance of "lower level" positions. It is important to the mental health of the retardate and slow-learner that he accept and resign himself to unskilled and semi-skilled positions.

A review of Table 13 will disclose the fact that the slow-learner (A-B) group lowered their occupational aspirations related to realistic level (short-range, long-range and total) in each instance (post-test) following the dissemination of occupational information. The final realistic level scores are more like what might be expected of students academically and/or mentally retarded. This pattern did not hold true for idealistic level scores. In fact, this group (A-B) advanced their idealistic level of occupational aspiration following occupational information instruction.

Table 13 also offers data related to the slow-learner (A) group. This group followed the same occupational aspiration pattern as did the slow-learner (A-B) group. That is, each post-test measure related to realistic level was somewhat lower than the pre-test measure of that expression level. The reverse was true for idealistic level scores. Post-test measure of idealistic level scores showed an advance in aspiration.

An evaluation of Table 13 will reveal that the slow-learner (B) group expressed the same aspiration trends as did the slow-learner (A-B) and slow-learner (A) groups. That is, post-test measures of realistic level were somewhat lower than pre-test measures of realistic level and post-test measures of idealistic level were somewhat higher than pre-test idealistic level scores.

All groups involved in the present study with the exception of the mentally retarded (MR) group advanced their idealistic level aspirations from pre- to post-test. This may mean that on-the-job training is more influential than occupational information in promoting greater appropriateness of idealistic level occupational choice. The control (C) group, that group not receiving on-the-job training or occupational information, showed a trend in occupational goal selection which was directly opposite to that of the mentally retarded (MR) group. That is, on each sub-test score this group (C) showed an increase in occupational aspiration on all post-test measures. This group proved somewhat unrealistic on pre-test measure and additionally so on post-test measure. One possible reason why the control (C) group aspired so highly is that "over-aspiration" is sometimes a compensatory gesture related to unsatisfactory interpersonal relationships. It is a recognized fact that a poor academic record may be associated with poor interpersonal family relationships (Dynes, Clarke, and Dinitz, 1956). Thus, students who are academically retarded and who have not brought into focus ability and occupational aspiration may experience warped family relationships. The latter may result in "over-aspiring."

All groups involved in the present study with the exception of the control (C) group reduced their realistic level aspirations from pre- to post-test. This may mean that the independent variables - on-the-job training and occupational information - (with or without teacher endorsement) - served to promote a more realistic outlook on the world of work. It should be kept in mind that the small number of students assigned to the mentally retarded (MR) and slow-learner (B) groups may have influenced the results of this study.

The results of this study seem to indicate that on-the-job training coupled with occupational information affords the student an evaluation of himself in a more realistic light. Such a self-evaluation may be the result of the student's actually experiencing work and evaluating his adaptation to this work while simultaneously exploring other fields of work through occupational information.

CHAPTER V

SUMMARY AND CONCLUSIONS

The primary purposes of this study were: (1) to promote greater realism in occupational goal selection by mentally retarded and slow-learning senior high school boys, and (2) to construct an occupational information syllabus appropriate to the intellectual level of the students involved. The sample, comprising 86 mentally retarded and slow-learning senior high school boys, was drawn from two senior high schools in Reno and Sparks, Nevada. The sample was divided into four groups: (1) the mentally retarded group, 16 in number, consisted of all those boys enrolled in special classes for the mental retardate in both senior high schools; (2) the slow-learner (A) group, 23 in number, composed of students from the lowest of a three track modified ability grouping system; (3) the slow-learner (B) group, 15 in number, also comprised of students from the lowest of a three track modified ability grouping system; and (4) the control (C) group, 32 in number, made up of randomly selected "low-intellectual-and-achievement-level" track three boys. A fifth group, slow-learner (A-B), totaling 38, resulted by combining slow-learner group A and slow-learner group B.

The three measurement instruments employed in the current study were: (1) the Occupational Aspiration Scale (OAS) used for eliciting occupational goal choices, (2) the Socio-Economic Scale used to establish a socio-economic rating for each subject involved, and (3) the Wechsler Adult Intelligence Scale (WAIS) used to measure mental ability. The OAS yields several time-dimension periods and expression levels of occupational aspiration: short-range realistic, long-range realistic, short-range idealistic, and long-range idealistic. This instrument also produces a total occupational aspiration score.

Each student involved in the current study was pre-tested with the OAS, assigned a socio-economic weight, and administered the WAIS. Each student was also post-tested with the OAS. Several variables were applied to the various groups in the interim between pre- and post-testing. The mentally retarded (MR) group received on-the-job training and occupational information. The slow-learner (A) group received occupational information and had support by the classroom teacher for the dissemination of such information. The control (C) group received neither on-the-job training nor occupational information.

The realism or appropriateness of occupational aspiration as employed in this study was established by comparing the obtained results with "norm-group means" offered in Tables 12 and 13. The reader should be careful not to confuse realism or appropriateness of occupational aspiration with the realistic expression level score of the OAS. The analysis of covariance technique was employed to evaluate the data collected. Analysis of covariance permits adjustment of mean scores obtained from post-testing to compensate for differences between groups obtained from pre-testing.

Mentally Retarded (MR) and Control (C) Groups

The first hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded (MR) and control (C) groups as a result of offering on-the-job training and occupational information to the former. The following results were obtained:

1. A significant difference (.05 level) in short-range idealistic level of occupational aspiration between the mentally retarded (MR) and control (C) groups was discovered.

2. A significant difference (.05 level) in long-range idealistic level of occupational aspiration between the mentally retarded (MR) and control (C) groups was discovered.

3. A significant difference (.01 level) in total occupational aspiration between the mentally retarded (MR) and control (C) groups was discovered.

4. A significant difference (.05 level) in total realistic level of occupational aspiration between the mentally retarded (MR) and control (C) groups was discovered.

5. A significant difference (.01 level) in total idealistic level of occupational aspiration between the mentally retarded (MR) and control (C) groups was discovered.

Combined Slow-Learner (A-B) and Control (C) Groups

The second hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the combined slow-learner (A-B) and control (C) groups as a result of offering occupational information to the former. The following results were obtained:

1. A significant difference (.01 level) in short-range realistic level of occupational aspiration between the combined slow-learner (A-B) and control (C) groups was discovered.

2. A significant difference (.01 level) in long-range realistic level of occupational aspiration between the combined slow-learner (A-B) and control (C) groups was discovered.

3. A significant difference (.01 level) in total occupational aspiration between the combined slow-learner (A-B) and control (C) groups was discovered.

4. A significant difference (.01 level) in total realistic level of occupational aspiration between the combined slow-learner (A-B) and control (C) groups was discovered.

5. A significant difference (.05 level) in total idealistic level of occupational aspiration between the combined slow-learner (A-B) and control (C) groups was discovered.

Slow-Learner (A) and Control (C) Groups

The third hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the slow-learner (A) and control (C) groups as a result of offering occupational information to the former with induced support by the classroom teacher. The following results were obtained.

1. A significant difference (.05 level) in long-range realistic level of occupational aspiration between the slow-learner (A) and control (C) groups was discovered.

2. A significant difference (.01 level) in total occupational aspiration between the slow-learner (A) and control (C) groups was discovered.

3. A significant difference (.01 level) in total realistic level of occupational aspiration between slow-learner (A) and control (C) groups was discovered.

4. A significant difference (.05 level) in total idealistic level of occupational aspiration between the slow-learner (A) and control (C) groups was discovered.

Slow-Learner (B) and Control (C) Groups

The fourth hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the slow-learner (B) and control (C) groups as a result of offering occupational information to the former without the endorsement of the classroom teacher. The following results were obtained:

1. A significant difference (.01 level) in short-range realistic level of occupational aspiration between the slow-learner (B) and control (C) groups was discovered.

2. A significant difference (.05 level) in total occupational aspiration between the slow-learner (B) and control (C) groups was discovered.

3. A significant difference (.01 level) in total realistic level of occupational aspiration between the slow-learner (B) and control (C) groups was discovered.

Mentally Retarded (MR) and Combined Slow-Learner (A-B) Groups

The fifth hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded (MR) and combined slow-learner (A-B) groups as a result of offering on-the-job training and occupational information to the former and occupational information only to the latter. The following results were obtained:

1. No significant differences in occupational aspirations between the mentally retarded (MR) and combined slow-learner (A-B) groups were discovered.

Mentally Retarded (MR) and Slow-Learner (A) Groups

The sixth hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded (MR) and slow-learner (A) groups as a result of offering on-the-job training and occupational information to the former and occupational information only but with induced support by the classroom teacher to the latter. The following results were obtained:

1. No significant differences in occupational aspirations between the mentally retarded (MR) and slow-learner (A) groups were discovered.

Mentally Retarded (MR) and Slow-Learner (B) Groups

The seventh hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the mentally retarded (MR) and slow-learner (B) groups as a result of offering on-the-job training and occupational information to the former and occupational information only and without the endorsement of the classroom teacher to the latter. The following results were obtained:

1. No significant differences in occupational aspirations between the mentally retarded (MR) and slow-learner (B) groups were discovered.

Slow-Learner (A) and Slow-Learner (B) Groups

The eighth hypothesis stated that there would be no significant differences in the occupational aspirations or realism of occupational goals between the slow-learner group A and slow-learner group B as a result of offering both groups occupational information but with classroom teacher support for offering occupational information to slow-learner group A only. The following results were obtained:

1. No significant differences in occupational aspirations between the two slow-learner groups were discovered.

Total Occupational Aspiration

Mean post-test total occupational aspiration scores for the various groups, with exception of the control (C) group, proved somewhat below the mean total occupational aspiration score (37.000) obtained by a group of "normal" or "average" senior high school boys from Michigan (Haller and Miller, 1961). The Michigan group was employed in this study as a "norm-group." The subjects involved in the present study were somewhat below the "normal" or "average" group in intellectual measurement. The present group of subjects, therefore, might be expected to aspire less highly than the "average" group if their vocational goals are to be considered realistic. The implication here, disregarding control (C) group results, is that offering on-the-job training and/or occupational information tends to produce a total occupational aspiration which is more congruous with mental ability and academic performance.

Expression Level and Time-Dimension

"Norm-group combined means" for expression level (realistic and idealistic) and time-dimension (long- and short-range) were established by the writer from data offered by Haller and Miller (1961). Such "norm-group means" permits a comparison of expression level and time-dimension scores obtained in the present study with those obtained by Haller and Miller (1961).

The results of this study disclosed that the mentally retarded (MR) group reduced their expression level and time-dimension occupational aspirations after receiving on-the-job training and occupational information to what may be considered more in accord with mental ability and academic performance. The implication, once again, is that offering on-the-job training and occupational information promotes a more factual or realistic selection of occupational goals.

The slow-learner (A) group followed the same pattern as did the mentally retarded (MR) group with the exception of idealistic level scores. Post-test idealistic level scores proved to be greater than pre-test idealistic level scores. The assumption that offering occupational information tends to encourage a more practical or realistic appraoch to occupational goal selection is only partially substantiated.

The slow-learner (B) group followed precisely the same trend as did the slow-learner (A) group. Thus, it might be said that classroom teacher support of an occupational information program is not especially influential in determining occupational choice.

The control (C) group expressed post-test occupational aspirations which were in all instances greater than pre-test scores. The control (C) group was composed of track three students or students of lesser ability than "normal" or "average" students. It might be assumed, then, that these students should possess occupational desires which are somewhat below the hierarchical prestige ranking of the occupational goals of "average" students. This assumption was not verified. Indeed, half of the post-test scores of the control (C) group exceeded the occupational aspiration scores of the "norm-group." The results related to control (C) group occupational aspiration indicate that this group was impractical and unrealistic. Perhaps offering on-the-job training and/or occupational information to the control (C) group may have produced a more sound approach to occupational goal choice.

General Conclusions

1. Offering on-the-job training and occupational information to mentally retarded senior high school boys tended to promote a more appropriate Total Occupational Aspiration.

2. Offering on-the-job training and occupational information to mentally retarded senior high school boys tended to promote a more appropriate Realistic Level of occupational choice.

3. Offering on-the-job training and occupational information to mentally retarded senior high school boys tended to promote a more appropriate Idealistic Level of occupational choice.

4. Offering occupational information only to slow-learning senior high school boys tended to promote a more appropriate Total Occupational Aspiration.

5. Offering occupational information only to slow-learning senior high school boys tended to promote a more appropriate Realistic Level of occupational choice.

6. Offering occupational information only to slow-learning senior high school boys tended to have little effect upon the Idealistic Level of occupational choice.

7. On-the-job training may have a greater influence on the Idealistic Level than on the Realistic Level of occupational choice.

8. Classroom teacher endorsement of an occupational information program appeared to have little influence on the occupational choice of slow-learning senior high school boys.

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APPENDIX A

Total Score________

OCCUPATIONAL ASPIRATION SCALE

Revision 1

Your Name____________________________________

Today's Date__________________________________
Month Day Year

Your Age_____________________________________

Instructions

(To be read aloud by the administrator).

1. Be sure to write your name, today's date, and your age in the spaces above.
2. This set of eight questions concerns jobs.
3. Read EACH QUESTION carefully. They are not always the same.
4. YOU ARE TO CHECK ONE JOB IN EACH QUESTION. MAKE SURE IT IS THE BEST ANSWER YOU CAN GIVE TO THE QUESTION.
5. Answer every question. Don't omit any.
6. If you don't know what one of the jobs is, just ignore it.
7. On the next page there are two practice questions. Let's try them.

(Turn to next page).

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To the teacher: Practice questions A and B are to be read aloud.

Practice Question A. Of the jobs listed in this questions, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

A.1 ______Watchmaker

A.2 ______Senator

A.3 ______Public relations man

A.4 ______Ditch digger

A.5 ______New-stand operator

A.6 ______Beautician

A.7 ______Fireman

A.8 ______Boxer

A.9 ______Secretary

A.10______Movie star

Practice Question B. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

B.1 ______File clerk

B.2 ______Steeple jack

B.3 ______Floor walker in a store

B.4 ______Ambassador to a foreign country

B.5 ______Grocery clerk

B.6 ______Wrestler

B.7 ______Nurse

B.8 ______T.V. sports announcer

B.9 ______Forest ranger

B.10 _____Music teacher

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1.1______Welfare worker for a city government

1.2______United States representative in Congress

1.3______United States Supreme Court Justice

1.4______Sociologist

1.5______Filling station attendent

1.6______Night watchman

1.7______Policeman

1.8______Corporal in the Army

1.9______County agricultural agent

1.10_____Lawyer

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

2.1______Singer in a night club

2.2______Member of the board of directors of a large corporation

2.3______Railroad conductor

2.4______Railroad engineer

2.5______Undertaker

2.6______Physician (doctor)

2.7______Clothes presser in a laundry

2.8______Banker

2.9______Accountant for a large business

2.10_____Machine operator in a factory

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

3.1______Dock worker

3.2______Owner-operator of a lunch stand

3.3______Public school teacher

3.4______Trained machinist

3.5______Scientist

3.6______Lumberjack

3.7______Playground director

3.8______Shoeshiner

3.9______Owner of a factory that employs about 100 people

3.10______Dentist

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

4.1______Restaurant waiter

4.2______Electrician

4.3______Truck driver

4.4______Chemist

4.5______Street sweeper

4.6______College professor

4.7______Local official of a labor union

4.8______Building contractor

4.9______Traveling salesman for a wholesale concern

4.10______Artist who paints pictures that are exhibited in galleries

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

5.1______Farm hand

5.2______Mail carrier

5.3______County judge

5.4______Biologist

5.5______Barber

5.6______Official of an international labor union

5.7______Soda fountain clerk

5.8______Reporter for a daily newspaper

5.9______State governor

5.10_____Nuclear physicist

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

6.1______Janitor

6.2______Head of a department in state government

6.3______Cabinet member in the federal government

6.4______Musician in a symphony orchestra

6.5______Carpenter

6.6______Clerk in a store

6.7______Coal miner

6.8______Psychologist

6.9______Manager of a small store in a city

6.10_____Radio announcer

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

7.1______Mayor of a large city

7.2______Milk route man

7.3______Captain in the army

7.4______Garbage collector

7.5______Garage mechanic

7.6______Insurance agent

7.7______Architect

7.8______Owner-operator of a printing shop

7.9______Airline pilot

7.10_____Railroad section hand

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

8.1______Civil engineer

8.2______Author of novels

8.3______Diplomat in the United States Foreign Service

8.4______Taxi driver

8.5______Newspaper columnist

8.6______Share cropper (one who owns no livestock of farm machinery, and does not manage the farm)

8.7______Plumber

8.8______Bookkeeper

8.9______Streetcar motorman or city bus driver

8.10_____Minister or Priest

SOCIO-ECONOMIC SCALE

Please look at the description below and answer the questions that follow. It is not necessary that every item under a description fit your family, just so most of the items generally describe your family.

A. This family earns more money that it can spend; college does not mean much to them; they belong to the "best" or most exclusive clubs; they often live in very large houses with large yards; they frequently have servants; they usually drive "big" cars (Cadillac, Lincoln, etc.).

B. This family has professional jobs (such as doctors and lawyers); they usually go to college and graduate; they are usually very active in clubs and organizations; they frequently live in large houses which they own; they frequently own two cars.

C. This family works for wages and salaries; they may own small businesses or farms; they usually spend most of the money they make; they sometimes use a college education as a means of getting them into social clubs and similar organizations; they frequently drive a relatively new car (not more than 4 or 5 years old); this is the typical "American family."

D. This family usually doesn't have much money; they work hard; the children usually do not go to college; they often live in rather small homes (3 or 4 rooms) which they may not own but rent; they often drive "older" cars (more than 4 or 5 years old).

E. The job the father of this family has usually doesn't pay much money; the father frequently changes jobs; they usually drive a "real old" car (maybe 8 or more years old) or if they drive a newer car they have trouble paying for it; they are often "in hoc."

Check the above description which best fits your family now.

A.________

B.________

C.________

D.________

E.________

APPENDIX B

SYLLABUS OF OCCUPATIONAL INFORMATION FOR MENTALLY RETARDED SENIOR HIGH SCHOOL BOYS

by

Lillian Gentry Barnum

March, 1965

TO THE TEACHER

"Work has greater effect than any other technique in the direction of binding the individual more closely to reality; in his work, at least, he is securely attached to a part of reality, the human community."

Sigmund Freud

The objective of this study is to present occupational information to aid the student in adjusting his goals to a level commensurate with his limitations.[1]

The dearth of material available for mentally retarded students demands study, research and organization by the instructor. The teacher will need time and resources to convert some of the available material to a form that can be presented to students.[2]

This is an occupational information course only. The study does not attempt to train mentally retarded boys for jobs, nor does it attempt to find job placements for them.

This study is prepared to enrich the material available to the teacher engaged in the field of Special Education. It is designed to present an over-all picture of employment acceptable to mentally retarded high school boys, that they might have a better opportunity for securing jobs within their ability to render satisfaction in service. It is designed to encourage the student to become aware of himself as an individual who soon will seek employment.[3]

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[1] Flora M. Daly, Robert A. Henderson, _Education of Mentally Retarded Minors in the Public Schools of California_ (California State Department of Education, Sacramento, California: 1959), Vol. XXVIII No. 8, p. 33.

[2] _Ibid._, p. 3.

[3] United States Department of Health, Education, and Welfare, _Preparation of Mentally Retarded Youth for Gainful Employment_ (Office of Education Bull. 1959, No. 28, Office of Vocational Rehabilitation, Rehabilitation Service Series No. 507), p. 46 para. 2 and 4.

> Studies indicate that the mentally retarded, like the normal, tend to change jobs rather frequently in the years immediately following termination of schooling, but later tend to be more or less stabilized in one position.[4]

Since changes in occupation by the student are to be contemplated, it is necessary to consider many and varied occupations as job possibilities.

It is not intended that the lessons prepared for this course set forth a rigid pattern of organization. They are offered as a guide to assist the teacher in presenting occupational information counseling to mentally retarded high school boys.

It is not intended that these lessons be given in sequence unless desired. It is intended that the teacher will use or develop lessons pertaining to the needs of the students as they arise. This program should remain flexible to meet the requirements of the students.

> In reality, one must always be concerned with the total needs of the student and the total program designed to meet those needs.[5]

Occupational information should be presented in such a manner as to contribute to the students total education. If realistic results are to be attained, it must require integration with intellectual, social, emotional and occupational development.

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[4] *Ibid*., p. 37, para 4.

[5] *Ibid*., p. 9, para. 3.

During the preparation and presentation of this study, there was close cooperation between the instructor, counseling on the realism of occupational aspirations of mentally retarded boys, and the regular classroom teachers.

The students participated actively in the program. They suggested the study of some of the occupations that were prepared in lesson form by the teacher and are included in this study. Many people engaged in the research and preparation of this program. We trust that these lessons might be of use to you.

Lillian Gentry Barnum,
Instructor

DEFINITION OF TERMS

Accessories: adds to effectiveness. p. 5

Apprenticeship: one bound by agreement to serve under another until a trade is learned. p. 44.

Attitude: feeling or mood. p. 57

Basic: necessary. p. 72

Beautician: one whose business is to take care of and beautify clients hair, nails or complexion. p. 77

Benefits: (as related to our lessons) insurance, vacation, sick leave, pension. p. 81

Budget: a financial plan of estimated income and expenses. p. 109

Career: life work. p. 125

Communication: to make known, intercourse by words, letters or messages. p. 166

Compensation: to make up for a loss. p. 168

Conservation: keeping in a safe state. p. 177

Culinary: relating to kitchen or cookery. p. 202

Employee: one who works. p. 269

Employer: one who employs another. p. 269

Estimate: to fix roughly, to plan without knowing the exact amount. p. 282

Featherbedding: to require unneeded workmen. p. 303

Federal:

Finance: to provide money for. p. 311

Hard Core: the central part, fixed and difficult to penetrate.

Hobby: an occupation or interest to which one gives his spare time. p. 393

Insurance: guarantee against loss. p. 437

Industrial: having to do with your job. p. 437

Invested: to lay out money. p. 443

Job Hopping: one who changes jobs frequently.

Leave of Absence: to leave work for a specific period of time. p. 479

Moonlighting: to engage in more than one job at a time.

M.D.T.A.: Man Power Development and Training Act.

Pension: regular payment for one retired from service. p. 622

Semaphore: to signal by flag. p. 768

Social Security: contributory old age and survivors insurance. p. 803

Solvent: liquid used in dry cleaning process. p.

Sundry: several. p. 850

Survivor: to remain alive; to outlive. p. 855

Tourism: traveling for recreation. p. 898

Transportation: system of moving persons or goods from one place to another. p. 904

Union: (labor) association for a common cause. p. 930

Unemployment: (out of work.) unemployed state. p. 928

Unemployment Compensation: to make up for pay while out of work.

Universal: used, or for use among all people. p. 930

RESEARCH MATERIAL REQUIRED TO TEACH THIS COURSE OF STUDY

A. Supplies, etc.
   1. Poster paper
   2. Paste
   3. Paper clips
   4. Scissors
   5. Crayons
   6. Bulletin Board
   7. Black board
   8. Large wall map of the United States
   9. Puzzle maps of the United States
      a. Milton Bradley Company, Springfield, Massachusetts (available in local variety stores--price .98¢)
   10. Purchase or have access to audio visual aid equipment
      a. *Motion picture projector--16 mm.--sound*
      b. Record player
      c. Tape recorder
   11. Order the following material well in advance to lesson presentation:
      a. Industrial Insurance information packet

Address: State of Nevada Industrial Insurance
Commission
515 Musser Street
Carson City, Nevada

b. Social Security Insurance information packet

Address: United States Department of Health,
Education, and Welfare
Social Security Department
811 Ryland Street
Reno, Nevada

c. Employment Security Insurance information packet

Address: State of Nevada
Employment Security Department
500 East 3rd Street
Carson City, Nevada

B. Books

1. Occupational Outlook Handbook, 1964 edition

   a. Career Information for Use in Guidance

   Address: Superintendent of Documents
   U. S. Government Printing Office
   Washington 25, D. C. --price $4.50

2. Finding Your Job (3units)--Unit 1, Unit 2, Unit 3

   Address: Finney Company
   Minneapolis 26, Minnesota
   3350 Gorham Avenue --price $61.26

3. Teen Agers Prepare For Work

   Book 1
   Book 2
   Book 3

4. Text 3--Campus Work Experience

   Address: Esther O. Carson
   18623 Lake Chabot Road
   Castro Valley, California

   Price: ten or more copies --$1.90 ea.
   single copies --$1.95 ea.

C. Pamphlets

1. Choosing Your Career
2. What Employers Want
3. You and Unions
4. Your Personality and Your Job
5. Discovering Your Real Interests

   Address: Science Research Associates, Inc.
   57 West Grand Avenue
   Chicago 10, Illinois --price .35¢ea

6. Guide to Jobs for the Mentally Retarded

   Address: American Institute For Research
   Pittsburgh, Pennsylvania

7. Keys To Vocational Decisions

   Address: Science Research Associates, Inc.
   259 East Erie Street
   Chicago, Illinois

8. Subscription to Scholastic Teacher
   "Junior Scholastic"

   Address: Scholastic Magazines
   900 Sylvan Avenue
   Englewood Cliffs, N. J. --$4.50 per yr.

9. Preparation of Mentally Retarded Youth For Gainful Employment

   Address: United States Department of Health
   Education and Welfare
   Office of Education
   Office of Vocational Rehabilitation
   Superintendent of Documents
   U. S. Government Printing Office
   Washington 25, D. C. -- 35 cents

10. Occupation and Educational Information

   Address: State Department of Education
   Carson City, Nevada

D. Suggested Material

   1. Arrange to purchase or have access to:
      Chronicle Career Kit
      by Chronicle Guidance Publications, Inc.
      Address: Moravia, New York --price $267.50

E. Additional Source Material

   1. You may be interested in securing a weekly copy of the
      State Inventory of Job Openings issued by the
      State Employment Service

Many times jobs are listed that could be filled by high school graduates, mentally retarded students, or by school drop outs. This inventory is also a guide to the job openings in a particular part of the state. (Copy attached)

NEVADA STATE EMPLOYMENT SERVICE
F NSES-566 (R-4/61) (SAMPLE)

STATE INVENTORY OF JOB OPENINGS
for
NEVADA

Page 3 of 3

State Office Address: P.O. BOX 602, CARSON CITY, NEVADA

Period April 1 - April 14, 1964

JOBS IN PRIVATE INDUSTRIES

LINE NO.	OCCUPATIONAL		NO OF OPS.	SEX	RATE OF PAY	SPECIAL JOB INFORMATION	ORDER-HOLDING OFFICE
	CODE	TITLE					
*15	4-60.200	Shoe Repairman, Hand	1	M	$100-150 wk. & up, DOE	725 No specific educational requirements. Minimum of 15 years experience in hand making shoes. Must be able to read and write specifications for shoes in either English or Italian. Manufacture by hand, custom shoes following specifications of customer or employer. Design shoes for special foot problems, usually following doctor's specifications. Will cut the leather and do all sewing, shaping and glueing by hand.	Las Vegas X-Nev. 005-2
*16	4-75.010	Machinist (mach. shop)	1	M	$3-3.35 hr. DOQ, T$\frac{1}{2}$ over 40 hours	356 Must have five years experience at journeyman level, with good work record. No transients. Able to do heavy lifting as job normally requires. Carry through to completion the construction and repair of all kinds of metal parts, tools, and machines. Usual precision machinist work on modern shop equipment.	Winnemucca X-Nev. 015-8
*17	5-51.122	Diesel Plant Operator	1	M	$3.34 hr. to start	919 High School graduate. Minimum 3 years experience as operator. Operate, repair and maintain stationary diesel power plant. Inspect equipment periodically, reads indicating and recording instruments, and records information and data on log sheets.	Las Vegas X-Nev. 005-5
*18	5-53.420	Lineman (Light, Heat & Power)	1	M	$3.72 hr. T$\frac{1}{2}$ over 40 hours	493 3 years experience at journeyman level. Able to pass lineman examaination prior to employment. Must have own belt, climbing hooks and hand tools. May do some meter reading and some collection work. Must have own transportation.	Winnemucca X-Nev. 015-11
*19	6-27.535	Sewing Machine Operator, Style Garments	9	F	Piece work w/$1.25 hr. guarantee	234 Minimum of 6 months experience with Singer sewing machines, single and double needle and specialty machines. Operate single and double needle power sewing machine in manufacture of various sleepwear articles. Age: 19& up	Fallon X-Nev. 004-8
*20	7-23.050	Scraper Operator	1	M	$2. hr. + bunk house	151 2 years recent experience on hydraulic controlled scraper and elevator blade. Some John Deere experience needed. Agriculture land levelling experience preferred. Must have own transp. and bedroll. Willing to live in isolated area for undetermined periods. Some knowledge of Spanish language helpful. Operate tractor with hydraulic controlled elevator blade scraper. Manipulate series of levers to raise and lower scraper blade and dump load.	Las Vegas X-Nev. 005-3

VII

NEVADA STATE
EMPLOYMENT SERVICE
Form NSES-562 (R 4-61) (SAMPLE)

Page 1 of 1

April 1 - April 14, 1964
(Period)

LABOR SUPPLY AND DEMAND SUMMARY
FOR
NEVADA

LOCAL OFFICE AND OCCUPATIONS INVOLVED	SIGNIFICANT LABOR SUPPLY AND DEMAND DEVELOPMENTS
CARSON CITY	A demand for domestic workers, hotel and motel maids as well as private household workers continues to exist. There are selected openings for clerical workers in non-classified service. Construction workers are being filled from local labor supply. Applicants from outlying areas are requested to contact the local office before moving to this area.
RENO	Surplus of workers in semi-skilled, unskilled, sales and related occupations. Openings still exist for competent stencs and qualified secretaries and clerk-typists. Shortage of domestics and hotel and motel chambermaids.
OTHER AREAS	Labor supply adequate to meet demand.

AUDIO VISUAL AIDS

A film or tape may be secured for presentation with each occupation studied. The aids should be ordered well in advance of the presentation date. Each film should be previewed, and each tape should be auditioned previous to class presentation.

Audiovisual aids to be used in the classroom should be chosen with care. They should fit well within the framework of the students' comprehension and experience.

Film sources:

Mountain Plains Film Library Association, film catalog 1964-66 secured from the University of Nevada, Reno, Nevada.

Addresses:

1. Colorado:
Colorado State College (CSC)
Attn: Book Clerk
Greely, Colorado 80631
Area Code: 303, 351-3093

University of Colorado (CU)
Attn: Booking Clerk
Boulder, Colorado 80304
Area Code: 303-443-211, Ext. 7341

2. Idaho:
Ricks College (RC)
Audiovisual Branch
Attn: Booking Clerk
Rexburg, Idaho 83440
Area Code: 208 - Elwood 6-5461

3. Utah:
Brigham Young University (BYU)
Department of Audiovisual Communication
Attn: Booking Clerk
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Salt Lake City, Utah 84110
Area Code: 801; 322-6112

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5. Wyoming:
University of Wyoming (WU)
Audiovisual Services
Attn: Booking Clerk
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Area Code: 307; 745-8511, Ext. 270

6. Arizona:
The University of Arizona
Audiovisual Aid Department
Tucson, Arizona

Other film sources:

State of Nevada
Department of Education
Carson City, Nevada

Bureau of Land Management
560 Mill Street
P. O. Box 1551
Reno, Nevada

United States Government
Range and Forestry Management
560 Mill Street
Reno, Nevada

United States Government
Bureau of Sport, Fisheries and Wildlife
275 Hill Street
Reno, Nevada

Department of Audiovisual Education
National Education Association
1201 16th Street, N. W.
Washington, D. C.

Bell Telephone Company
151 West Street
Reno, Nevada

Occupational films available through Nevada State AFLCIO
290 North Arlington Ave.
Reno, Nevada
or

State of Nevada
Department of Education
Guidance Services
Carson City, Nevada

FILMS

AMERICANS AT WORK SERIES--Produced by AFL-CIO

16 mm film - Sound - 13 1/2 minutes - Black and White

MACHINISTS	Print 2
GOVERNMENT WORKERS	Print 5
FREIGHT	Print 7
PLUMBERS	Print 8
BUILDING TRADE	Print 8
EXTERIOR	Print 9
MAINTENANCE	Print 17
TV ARTS	Print 18
HOTEL	Print 21
POSTAL WORKERS	Print 24
FARM IMPLEMENTS	Print 26
TEACHER	Print 28
ELECTRICAL WORKERS	Print 28
BARBERS & BEAUTICIANS	Print 31
AIRCRAFT MACHINERY	Print 35

BUILDING SERVICE	Print 36
PRESS	Print 39
PHARMACEUTICALS	Print 43
MEAT CUTTERS	Print 48
BAKERS	Print 86
AIRLINE WORKERS	
COSMETIC MAKERS	
STATE EMPLOYEES	
CEMENT	
PUBLIC EMPLOYEES	
CEREAL MAKERS	
SPORTING GOODS	
STAGE HANDS	Print 4
MILLINERY WORKERS	Print 25
TEXTILE	Print 21
SYNTHETIC FIBERS	Print 27
FURRIER WORKERS	Print 32

LIST OF OCCUPATIONS

This list is prepared for Educable Mentally Retarded High School Boys, with an I. Q. of 65 to 84.

Information prepared by: Franklyn R. Coleman, Chief of Counseling and Special Services, Employment Security Department, State of Nevada. The information regarding the SATB's is not listed by test name and number. The use of the USES *Catalog of Tests and Test Materials* delineating those tests where the cutting score is under 85 would be the sole selection procedure. There are over 500 Specific Batteries in this publication. Care must be taken to select only those with the low cutting scores.

The following information was secured from the aptitude testing research of the Bureau of Employment Security. The Specific Aptitude Test Batteries and their descriptions relating to research, validation and job summaries are listed in the Bureau's publication, *Catalog of Tests and Test Materials*. 1/

The symbols are explained as follows:

G - General Intelligence of Learnability
V - Verbal
N - Numerical
S - Spacial
P - Form Perception
Q - Clerical
K - Motor Coordination
F - Finger Dexterity
M - Manual Dexterity

The scores are vocational aptitude scores. They are cutting scores and should not be construed as "norms". Generally, only the three most significant aptitude areas are considered in the validation. This means that it is not necessary to include any one of the nine aptitudes in the various Specific Batteries.

There are no known research projects to indicate a correlation between these aptitude cutting scores and Intelligence Quotients or I. Q. There is an assumption, however, of very close correlation borne out by several informal observations by several counselors over a long period of time.

We find, when dealing with mentally retarded students, that there is a very small amount of information available to use as a guide for possible vocational guidance. These Specific Aptitude Test Batteries, with the low cutting scores, can be used as an effective guide.

1/"Catalog of Tests and Test Materials" (U. S. Department of Labor, Bureau of Employment Security, U. S. Employment Service, Washington 25, D. C.).

CATALOG OF TESTS AND TEST MATERIALS

State Employment Security Department

State of Nevada

Carson City, Nevada

B-188	Rifter-Trimmer	Aptitude	S-85 P-75 K-80 M-75
B-190	Stock Clerk		N-75 Q-75 F-65 M-80
B-207-	Fruit Cutter, Hand (Can. and Preser.)		K-70
B-208	Straw-Hat Sew. Machine Operator		P-75 K-75 F-80 M-75
B-212	Mounter (Electronics & Elc. equip.)		P-85 K-85 F-85 M-80
B-216	Carpenter (Helper)		G-85 N-80 S-90 M-80
B-218	Outboard-Motor Assembler (engine and turbine)		P-80 K-75 F-75 M-85
B-223	Decorator (hat and cap)		S-85 K-70 F-70
B-229	Wrapper-layer and Examiner soft work (tobacco)		S-75 P-85 F-85 M-80

B-232	Fettler (brick and tile)	F-75 M-75
B-237	Sewer, Hand II (ret. tr.) Dry Cleaner, Hand (clean, dye., and Press) Garment Examiner " " " " Shirt Presser (laund.) Wool Presser (clean., dye., and press.)	F-65 M-75
B-238	Laborer, Poultry, (slaught. and meat pack.)	F-80 M-80
B-240	Baser (elec. equip. Threader (electronics)	K-75 F-85 M-80
B-262	Drill-Press Operator (any industry) Punch-Press Operator (any industry)	G-65 K-65 M-75
B-263	Turret Lathe Operator (mach. shop)	G-80 S-80 P-85 M-80
B-264	Wrapping Machine Operator I	P-80 K-70 F-75 M-80
B-274	Boarder II (hosiery) Boarding Machine Operator (hosiery)	K-75 F-70 M-85
B-276	Automobile Mechanic (aut. ser.)	G-85 S-85 F-85
B-278	Forming-Press Operator (any ind.)	P-75 M-90
B-293	Spinner, Ring Frame (textile)	P-70 K-80 F-75 M-85

B-298	Upholsterer II (any ind.)	S-80 K-75 F-75 M-85
B-300	Dressmaker (garment)	S-85 P-90 F-85
B-304	Plumber (const.) Pipe Fitter (const.)	G-85 N-80 S-80 M-80
B-305	Stemmer, Hand (tobacco)	F-80 M-65
B-306	Folder (garment)	P-75 K-80 F-80 M-80
B-307	Stock Chaser (any ind.)	G-75 N-70 Q-80
B-310	Assembler, Dry Cell Battery (elec. equip.)	K-80 F-80 M-80
B-311	Stemmer, Machine (tobacco)	K-80 F-70 M-70
B312	Stillman (petrol. refin.)	G-85 P-65 K-70 M-65
B-314	Electrician, Airplane (aircraft mfg.) Armament Installer (aircraft mfg.)	G-80 N-75 S-80 M-85
B-316	Beauty Operator	G-80 V-85 P-90 K-75

B-320	Mender (textile) Burler (textile)	P-85 K-90 F-75 M-85
B-322	Assemblyman (aircraft Mfg.) Engine-installation Assembler (aircraft Mfg) Plumber, Aircraft (aircraft mfg.) Rigger (aricraft mfg.)	G-75 S-75 F-70 M-80
B-323	Peeler, Hand (can. and preserv.)	F-80 M-75
B-324	Seamer (hosiery)	P-80 K-90 F-80 M-80
B-325	Fishing-Rod Assembler (sports. equip.)	P-80 K-80 F-80 M-85
B-327	Nurse Aide	G-75 Q-80 K-85 M-80
B-328	Assembler, Electrical Access. (elec. equip)	K-85 F-80 M-85
B-329	Sheet-Metal Worker (sheet metal)	G-80 S-90 P-85 M-95
B-332	Baker (bake prod.) Bak[illegible] (hotel and rest.)	G-75 P-80 Q-80 F-70
B-334	Multiple-Photographic Printer Operator (any ind.)	P-85 K-90 M-100
B-338	Welder, Spot (any ind.)	K-80 F-85 M-75

B-344	Knitting-Machine Fixer (hosiery; knit goods)	G-80 S-80 F-85 M-75
B-345	Peeling-and-coring Machine Operator (can. and preser.)	F-75 M-75
B-347	Cementer (rubber goods)	P-75 F-80 M-70
B-349	Bagger (any ind.) Bag Sealer (any ind.) Packer (any ind.) Weigher (any ind.)	F-85 M-80
B-350	Nut Sorter (nut process.)	F-75 M-80
B-351	Crusher Inspector (iron and steel) Mill-End Inspector (iron and steel) Pipe and Coupling Sizer (iron and steel) Pipe Walker (iron and steel) Thread Inspector (iron and steel)	G-75 N-75 S-85 M-80
B-352	Cold Mill Operator (nonfer. metal alloys and prod.) Hot Mill Operator " " " Payoff Operator " " " Rewind Operator " " " Slitting Machine Operator " "	S-80 P-80 F-85 M-85
B-354	Candy Wrapping Machine Operator II (confect)	P-75 F-90 M-80
B-355	Cabinetmaker (woodworking)	G-85 N-80 S-105 M-80
B-357	General Assembler (auto. mfg.)	P-80 F-80 M-80
B-358	Coil Assembler (heat.apparatus; refrigerat. equip.) Unit Assembler " ""	G-85 M-75

B-360	Paper Sorter and Counter (paper and pulp)	P-80 K-90 F-75 M-80
B-362	Powerhouse Engineer I (any ind.)	S-85 F-80 M-80
B-365	Pantographer (textile)	P-80 K-70 F-70
B-367	Insulation Blanket Maker (aircraft mfg.)	P-75 F-75 M-85
B-371	Paster (brick and tile) Tile Placer " " " Tile Sorter " " "	P-70 F-70 M-80
B-375	Weaver (textile) Weaver (carpet and rug)	S-80 P-80 K-70 F-75
B-376	Fruit Sorter Fruit Packer	P-70 F-70 M-70
B-378	Egg Candler (any ind.)	P-80 K-85 M-100
B-379	Looper (hosiery)	S-75 F-85 M-75
B-381	Corn-Cutting-Machine Operator (can. & preserv.) Corn-Husking " " Cutter, Machine (can. & preserv.)	K-75 F-75 M-75
B-382	Cutter, Hand, (can. & preserv.) Inspector, Belt " " Sorter, Food Products " Trimmer (can. & preserv.) Vegetable Packer " " Weight Checker " "	K-85 F-75 M-80

B-384	Clicking Machine Operator (boot and shoe; leather prod.)	S-75 M-80
B-385	Petroleum Transport Driver (petrol.Refin.)	G-85 V-80 N-90 Q-80
B-386	Transfer Knitter (hosiery)	S-70 F-90 M-75
B-387	Welder, Combination (any ind.)	S-85 F-85 M-80
B-389	Linotype Operator (print. & pub.)	P-85 Q-80 K-85
B-391	Seamless-Hosiery Knitter (hosiery)	P-75 F-70 M-75
B-392	Fork-Lift-Truck Operator (any ind.)	G-75 K-90 M-80
B-395	Units Mechanic (elec. equip.)	G-80 K-80 M-90
B-396	Assembler (toys and games) Model Airplane Assembler Toy Train Assembler	K-80 F-90 M-100
B-397	Machine Operator, General (mach. shop)	G-75 F-75 M-80
B-398	Luggage-Hardware Assembler (hardware)	K-80 F-85 M-80
B-399	Bag-Making-Machine Operator (paper goods) Cellophane Bag Machine Oper. " " Waxed Bag Machine Operator " "	S-80 P-70 M-75

B-401	Presser, Hand (any ind.) Silk Finisher, Hand, (clean., dye., & press.)	Q-80 K-80 F-75 M-90
B-403	Water Filterer (water works)	G-70 N-80 Q-80
B-407	Jewelry Assembler (jewelry)	P-80 M-75
B-408	Woodworking Mach. Opr. General (woodwork)	G-75 N-75 F-75 M-75
B-410	Presser, Machine (any ind.)	K-80 F-70 M-80
B-411	Cementer, Hand (boot and shoe)	K-80 F-85 M-85
B-415	Balance Assembler (clock and Watch) Endshake Adjuster " " " Escapement Adjuster " " " Hairspring Inspector" " " Mechanical Assembler" " " Oil " " " Repairman " " " Timing-Machine " " " Train Inspector " " "	S-85 P-90 F-90
B-416	Barrel-Arbor Assembler (clock and watch) Burrer " " " Burrer, Machine " " " Lancing Gager " " " Main-Arbor and Hook Assembler " " Pinion Reamer " " " Reamer " " " Retaining-Spring attacher " " " Rocking-Bar Adjuster clock" " " Staker " " " Straightener " " " Tray Leader "" " "	S-85 P-90 K-80 M-75
B-417	Loom Fixer (textile)	N-70 P-75 M-75

B-421	Packaging-Machine Mechanic, (drug, prep. and Rel. Prod.)	G-70
		K-80
		F-90
B-424	Fancy Stitcher (boot and shoe)	P-80
	Top Stitcher " " "	K-80
	Vamper " " "	M-85
B-426	Mounting Operator (any ind.)	G-75
		P-70
		F-75
		M-80
B-428	Monotype-Keyboard Operator (pring. & pub.)	V-85
		N-100
		Q-105
B-430	Countergirl (hotel & rest.)	P-85
	Counterman, Lunchroom or coffee shop	K-75
		F-75
		M-75
B-431	Merchandise Packer (any ind.)	N-70
		Q-85
		F-70
		M-85
B-432	Die Casting Machine Operator (nonfer.metal alloys & prod.)	S-80
		P-75
		F-75
B-435	Coil Assembler (elec. equip.; electronics)	S-80
		Q-90
		F-80
B-438	Folding Machine Operator (pring. & pub.)	G-85
		N-90
		Q-85
B-440	Case Coverer (jewelry cases; leather prod.)	S-80
	Liner (jewelry cases; leather prod.)	K-90
		F-90
		M-95
B-445	Millwright (any ind.)	G-85
		N-70
		S-80
		M-75

B-446	Glass Products Inspector (glass mfg.)	P-75 Q-95 K-80
B-447	Waitress (hotel & rest.)	N-85 M-85
B-449	Key Punch Operator (clerical)	G-85 N-85 Q-90 F-95
B-455	Carpet Layer (ret. tr.) Linoleum Layer (const.; ret. tr.)	N-85 S-95 M-80
B-457	Venetian Blind Assembler (window shade &fix)	K-85 F-85 M-85
B-458	Weighing Station Operator (gov. ser.)	G-75 V-75 N-80 Q-80
B-459	Intercome Serviceman (any ind.)	V-80 S-100 F-75
B-461	Ward Attendant (medical ser.)	G-75 V-75 N-75 Q-70
B-462	Assembler, Electrical accessories (elc. equip.	P-80 F-85 M-100
B-463	Packer (glass mfg.)	Q-75 K-80 M-100
B-464	Candy Packer (confection.)	K-80 F-80 M-85
B-465	Meta-Chair Assembler (funr.)	K-80 F-80 M-90

B-466	Routeman, Retail Dairy Products	G-85 N-105 Q-80
B-473	Construction-Equipment Mechanic (const.)	G-85 S-80 F-75
B-474	Nurse, Practical (medical serv.)	G-75 P-70 Q-85 K-85
B-477	Director School Lunch Program (hotel & rest)	G-80 V-80 Q-80
B-479	Telephone Deputy (bus. ser.)	V-80 Q-90 K-100
B-480	Welder, Inert Gas (any ind.)	G-70 S-80 P-80
B-487	Wire Drawer (wire)	P-85 Q-95 M-80
B-488	Cement Mason (const.)	G-70 N-70 M-90
B-489	Braiding-Machine Operator (cot. small wares; textiles	K-70 F-75 M-80
B-491	Compression-Molding Machine Tender (fabric, plastics prod.)	K-75 F-85 M-85
B-492	Condenser Winder (electronics) Stamper " Welder, Spot "	G-75 S-75 K-85 F-90
B-493	Order Filler (any ind.)	G-75 N-70 Q-90 K-85

B-494	Coil Winder (elec. equip.)	P-80 Q-90 F-85 M-85
B-497	Litho Artist (print. & pub.)	G-85 S-90 Q-95 K-80
B-501	Ornamental-Iron Worker (const.) Structural-Steel Worker "	S-85 P-80 Q-90
B-503	Assembler (rubber goods)	Q-75 K-75 M-85
B-505	Injection-Molding-Machine Operator (Plastics, fabric. prod.)	P-85 Q-85 K-95
B-507	Electronic Assemblies Inspector	Q-85 F-85 M-105
B-508	Operating Room Technician (medical ser.)	G-85 S-80 M-90
B-509	Vermin Exterminator (bus. ser.)	S-85 K-75 M-90
B-514	Physician's Assistant (med. ser.)	G-85 V-105 N-80 Q-95
B-516	Ward Clerk, Hospital (clerical)	G-80 V-100 Q-90
B-517	Plasterer (const.)	N-80 P-85 M-100
B-518	Roofer, Composition(const.)	P-70 K-70 M-80

B-524	Coil Opener & down ender Operator (iron & steel) Conveyor Man " " Cooling Conveyor Operator " " Tester Conveyor Operator " " Thread Entry Conveyor Operator " " Yard Transfer Conveyor Operator " "	G-70 S-75 M-75
B-525	Battery Loader	K-80 F-70 M-75
B-527	Autoclave Operator (chem.)	G-70 N-75 S-90
B-529	Barber (per. ser.)	P-75 K-90 F-90
B-530	Instrument Assembler (any ind.)	S-80 F-95 M-85
B-532	Charwoman (any ind.) Maid, Ward (med. ser.) Porter I (any ind.)	V-70 M-70
B-534	Cold Saw Operator (iron and steel) Cold Sizing Mill operator " " Decambering Mill Operator " " Flying Cut-Off Machine Operator (iron&steel) Rotary Straightener Operator " " Straightener Machine Operator " " Tube Straightener Operator " " Welder (iron and steel) Welder, Assistant (iron and steel)	S-75 P-70 F-75
B-535	Inspector-Packer (pottery and porc.)	P-75 K-85 M-75
B-537	Assembler (laundry) Flatwork Catcher (laundry) Flatwork Feeder " Flatwork Folder " Laundry Collector "	K-80 M-80

B-538	Machine Operator, Ceramics (pot. & porc.)	G-75 F-70 M-70
B-539	Boilermaker (boilermaking)	G-80 N-70 S-90
B-542	Shrimp Picker (can. & preserv.)	K-85 M-85

PREFACE

The syllabus prepared for this study is an endeavor to provide occupational information for mentally retarded high school boys. Teachers engaged in the field of Special Education find it difficult to obtain occupational information suitably oriented to these students.

It is desirable that mentally retarded high school boys receive information commensurate with their ability to successfully perform in the occupational world.

It is important to present as many occupations as is practical to these students because their abilities, skills, likes and dislikes vary.

Since this is a primary course in occupational information, no attempt has been made to compare unrealistic occupational aspirations with those in which the student can perform satisfactorily, nor has an attempt been made to make conclusions about which occupation a student should choose. However, an attempt was made to answer questions posed by the students.

A positive approach was used at all times, projecting only those occupations in which the student could perform with satisfaction to himself and to his employer.

The syllabus prepared for this course represents a perusal of occupational information received from national sources, state departments of education and Employment Security, as well as from private industry.

The demands and needs of the occupational world change daily. Considering that some occupations may become obsolete in a short period of time, it is necessary for the instructor to have access to current occupational information at all times.

With comprehension of the many difficulties encountered in an effort to present a series of lessons to mentally retarded youth, it is the author's sincere desire that this study will prove to be beneficial in the projection of occupational information to mentally retarded high school boys.

ACKNOWLEDGMENT

When one becomes engaged in a study designed to affect the lives of young people, the need for assistance from those learned and skilled in the particular field of research becomes apparent.

A panel of specialists in the field of youth occupational guidance and placement has contributed to this work.

I wish to express my appreciation to Franklyn Coleman, Chief, Counseling and Special Services, State of Nevada, Department of Employment Security; Wendel Taylor, M.D.T.A. Coordinator, State of Nevada, Department of Employment Security; Michael Guariglia, Rehabilitation Counselor, State of Nevada, Department of Vocational Rehabilitation; John M. Lindsay, Veterans Employment Representative, State of Nevada, United States Department of Labor; and Willa M. Huston, Assistant Home Agent, Washoe County Cooperative Extension Work, Agriculture and Home Economics, Max C. Fleischmann College of Agriculture, Reno, Nevada.

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Lillian Gentry Barnum

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LESSON NUMBER I

OUR BASIC NEEDS

I. OBJECTIVE

  A. TO PRESENT SOME REASONS WHY IT IS NECESSARY FOR EVERYONE WHO IS ABLE TO DO SO TO CONTRIBUTE TO HIS WELFARE

II. METHODS AND PROCEDURE

  A. OUTLINE OF LESSON

    1. Student participation
      a. general discussion
      b. determine daily needs
    2. Presentation of posters and pictures
      a. food
      b. clothing
      c. shelter
      d. education
      e. recreation
      f. medical care
      g. transportation
    3. Newspapers (current issues)
      a. study prices of
        (1) food
        (2) clothing
        (3) shelter

4. Blackboard outline

B. GENERAL DISCUSSION [1]

1. Discuss the cost of
    - a. food
        - (1) at home
        - (2) away from home
    - b. clothing
        - (1) every day
        - (2) school
        - (3) sports
    - c. shelter
        - (1) at home
            - (a) house
            - (b) trailer house
        - (2) away from home
            - (a) rent
    - d. education
        - (1) books and supplies
    - e. recreation
        - (1) clothing
        - (2) equipment
        - (3) dues and fees

---

[1] William F. Sniff, A Curriculum for the Mentally Retarded Young Adult (Charles C. Thomas, Springfield, Illinois: 1962), pp. 90-103.

- f. medical care
  - (1) insurance
    - (a) family
    - (b) school (student protection)
- g. transportation
  - (1) school bus
  - (2) family car
  - (3) own car
  - (4) car pool
  - (5) taxi

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The student should be aware of the basic needs of each individual
2. He should realize that the basic needs of each individual cost money
3. He should have a desire to contribute to his own welfare

B. VALUE TO THE STUDENT

1. Specific information is supplied to the student about the daily needs of an individual
2. Specific information is given about the cost of the daily needs of an individual
3. The student should realize the obligation he has to share in providing for his daily needs

C. SUGGESTED FOLLOW-UP BY STUDENTS

1. It is suggested that the student keep a daily record for a period of one week of his
    - a. income or allowance
    - b. expenses

IV. VOCABULARY

Basic: necessary [2]

V. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Posters
3. Pictures
4. Newspapers
    - a. current issues listing prices of
        - (1) food
        - (2) clothing
        - (3) shelter
            - (a) houses
            - (b) rent
        - (4) automobile
5. Insurance information
    - a. personal
        - (1) use personal insurance policy

---

[2] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 72.

- (2) family
    - (a) consult insurance company
- b. school
    - (1) student protection
        - (a) consult school principal

LESSON NUMBER II

FINDING A JOB

Part 1

I. OBJECTIVE

A. TO STUDY SOME CONDITIONS PERTAINING TO JOB SITUATIONS THAT SHOULD BE CONSIDERED BEFORE A JOB DETERMINATION IS MADE

II. METHODS AND PROCEDURE

A. OUTLINE OF LESSON

1. Preview reference material [1]
    a. select a job to study [2]
2. Some important steps to consider when looking for a job [3]
3. Blackboard outline
    a. what kind of a job do you want

---

[1] Finney Company, Finding Your Job (Minneapolis, Minnesota: 1963), Unit 2 Volume 1.

[2] Ibid.; and The American Institute For Research, Guide to Jobs For The Mentally Retarded (Pittsburgh, Pennsylvania: 1964).

[3] Esther O. Carson, Campus Work Experience (California: 1962), pp. 2-3; Esther O. Carson, Teenagers Prepare For Work (California: 1962), Book II, pp. 39-45 and 79-91; Science Research Associates, Inc., Keys To Vocational Decisions (Chicago, Illinois: 1964), pp. 6-32; and William F. Sniff, A Curriculum For The Mentally Retarded Young Adult (Illinois, 1962), pp. 71-88.

- b. where can you receive training for this job
  - (1) school
  - (2) on the job
- c. does this job offer
  - (1) steady work
  - (2) work near home
  - (3) strenuous work
  - (4) chance for advancement
  - (5) good salary
  - (6) good working conditions
  - (7) workers benefits
    - (a) insurance
    - (b) vacation
    - (c) pension plan
  - (8) tools or equipment provided by
    - (a) company
    - (b) worker
  - (9) health requirements
  - (10) educational requirements
  - (11) union member

4. Where to secure information about the job
   - a. confer with teacher
     - (1) school library
     - (2) school movies

5. Where to get help in finding your job
    a. prospective employer
        (1) make an appointment for an interview
    b. parents
        (1) friends who own their business
    c. teacher
        (1) job counselor (school)
    d. Employment Security Department
        (1) state or local office

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT
    1. During the school year the student should become familiar with the important steps to consider when looking for a job

B. VALUE TO STUDENT
    1. This study should provide a plan or outline for the student to follow when considering
        a. the kind of a job wanted
        b. how to obtain a job
        c. training required
        d. how to apply for a job

C. SUGGESTED FOLLOW-UP BY STUDENTS
    1. The student should observe job situations
    2. confer with

- a. teacher
- b. family
- c. counselor
  - (1) take necessary high school courses
  - (2) secure on the job training

IV. VOCABULARY

Employer: one who hires [4]

V. AIDS

- A. CLASSROOM AIDS
  - 1. Blackboard

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[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 269.

LESSON NUMBER II

FINDING A JOB

Part 2

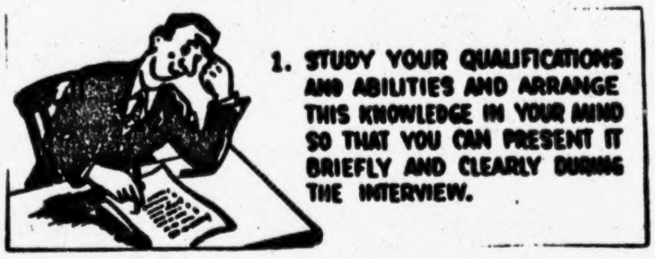
I. OBJECTIVE

A. TO PREPARE FOR AN INTERVIEW WITH A PROSPECTIVE EMPLOYER

II. METHODS AND PROCEDURE

A. OUTLINE OF LESSON

1. General class discussion: an interview with your prospective employer
    - a. students observations
    - b. what the prospective employer would expect from the student[1]
2. Blackboard outline
3. An interview with a prospective employer[2]
    - a. list of suggestions for proper behavior (with illustrations)
        - (1)



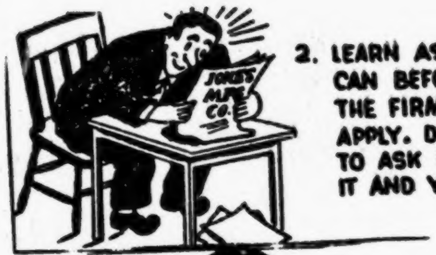
1. STUDY YOUR QUALIFICATIONS AND ABILITIES AND ARRANGE THIS KNOWLEDGE IN YOUR MIND SO THAT YOU CAN PRESENT IT BRIEFLY AND CLEARLY DURING THE INTERVIEW.

---

[1] James C. Worthy, What Employers Want (Science Research Inc., Chicago, Illinois: 1950), pp. 5-48.

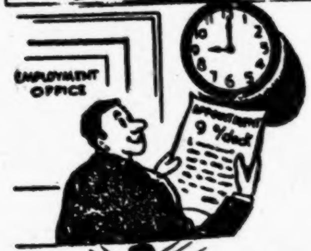
[2] Esther O. Carson, Teenagers Prepare for Work (9th ed.) (1957), pp. 47-48.

(2)


JONES MFG. CO.

2. LEARN AS MUCH AS YOU CAN BEFOREHAND ABOUT THE FIRM TO WHICH YOU APPLY. DON'T BE AFRAID TO ASK QUESTIONS ABOUT IT AND YOUR JOB.

(3)


EMPLOYMENT OFFICE
APPOINTMENT 9 o'clock

3. BE PROMPT. KEEP YOUR APPOINTMENTS TO THE MINUTE.

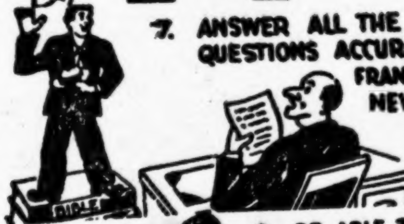
(4)

4. MAKE A PRESENTABLE APPEARANCE; BE CLEAN, NEAT, AND DRESS AS WELL AS YOU CAN AFFORD. DON'T OVERDRESS OR WEAR GAUDY CLOTHES. WOMEN SHOULD AVOID GAUDY MAKEUP.

(5)

5. AVOID TAKING ANYONE WITH YOU TO APPLY FOR A JOB. THE EMPLOYER WANTS TO TALK TO YOU.

(6)

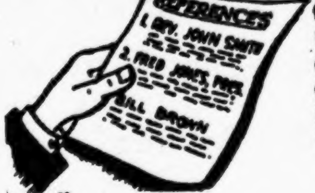


7. ANSWER ALL THE EMPLOYER'S QUESTIONS ACCURATELY, HONESTLY, FRANKLY AND PROMPTLY. NEVER SAY ANYTHING ON WHICH YOU WOULD BE UNABLE TO MAKE GOOD.

(7)

8. BE ABLE TO GIVE A CONTINUOUS RECORD OF ALL YOUR JOBS, DATES OF EMPLOYMENT, WAGES RECEIVED, THE EXACT NATURE OF YOUR WORK, AND THE REASON YOU LEFT. THIS INFORMATION IS IMPORTANT TO THE EMPLOYER.

(8)

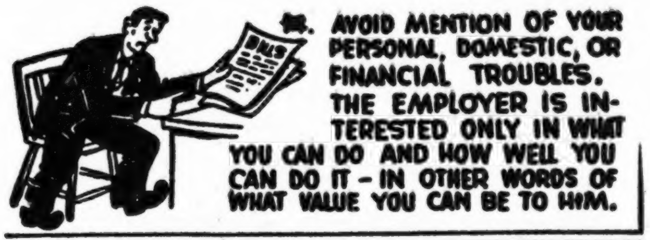

REFERENCES
1. REV. JOHN SMITH
2. FRED JONES, PRES.
3. BILL BROWN

10. BE ABLE TO GIVE AS REFERENCES THE NAMES OF AT LEAST THREE RESPONSIBLE AND RELIABLE PEOPLE WHO KNOW YOU WELL.

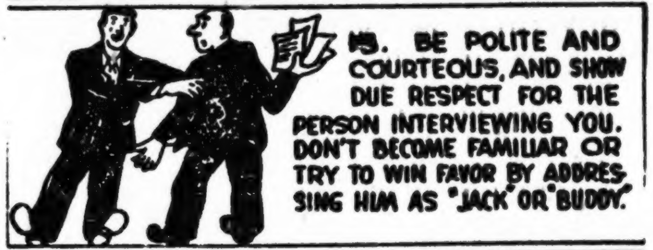
(9)

13. DO NOT CRITICIZE OTHERS, INCLUDING PAST EMPLOYERS OR ASSOCIATES.

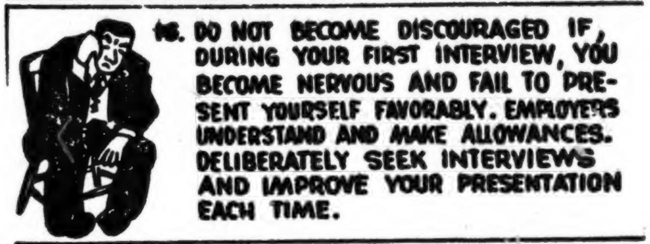
(10)


14. AVOID MENTION OF YOUR PERSONAL, DOMESTIC, OR FINANCIAL TROUBLES. THE EMPLOYER IS INTERESTED ONLY IN WHAT YOU CAN DO AND HOW WELL YOU CAN DO IT - IN OTHER WORDS OF WHAT VALUE YOU CAN BE TO HIM.

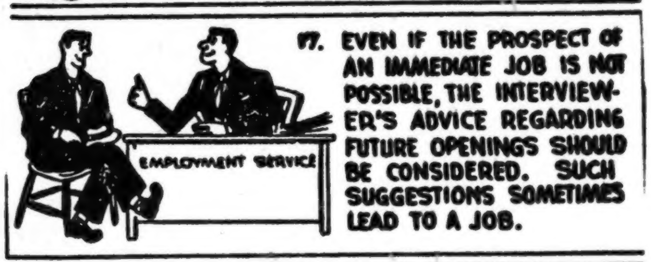
(11)


15. BE POLITE AND COURTEOUS, AND SHOW DUE RESPECT FOR THE PERSON INTERVIEWING YOU. DON'T BECOME FAMILIAR OR TRY TO WIN FAVOR BY ADDRESSING HIM AS "JACK" OR "BUDDY."

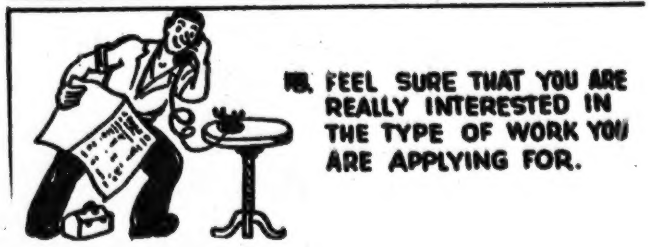
(12)


16. DO NOT BECOME DISCOURAGED IF, DURING YOUR FIRST INTERVIEW, YOU BECOME NERVOUS AND FAIL TO PRESENT YOURSELF FAVORABLY. EMPLOYERS UNDERSTAND AND MAKE ALLOWANCES. DELIBERATELY SEEK INTERVIEWS AND IMPROVE YOUR PRESENTATION EACH TIME.

(13)


17. EVEN IF THE PROSPECT OF AN IMMEDIATE JOB IS NOT POSSIBLE, THE INTERVIEWER'S ADVICE REGARDING FUTURE OPENINGS SHOULD BE CONSIDERED. SUCH SUGGESTIONS SOMETIMES LEAD TO A JOB.
EMPLOYMENT SERVICE

(14)


18. FEEL SURE THAT YOU ARE REALLY INTERESTED IN THE TYPE OF WORK YOU ARE APPLYING FOR.

[3]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. Students should be aware of what will be expected of them when they are applying for a job

---

[3] "How to Sell Yourself to an Employer" (State of Nevada Employment Security Department, Counseling Service Department, Carson City, Nevada). (Mimeographed).

B. VALUE TO STUDENT

1. The student should be prepared to make the proper approach to a prospective employer

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that students practice the art of asking for a job with
   - a. parents
   - b. friends
   - c. teachers

IV. VOCABULARY

Employee: one who works [4]

V. AIDS

A. CLASSROOM AIDS

1. Blackboard

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[4] A. Merriam Webster, Websters New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 269.

LESSON NUMBER III

PREPARE FOR WORK

I. OBJECTIVE

- A. TO PROVIDE A BACKGROUND OF INFORMATION THAT WILL HELP PREPARE THE STUDENT FOR WORK
- B. TO ENCOURAGE THE STUDENT TO TAKE ADVANTAGE OF THE WORK OPPORTUNITIES PROVIDED AT HOME AND AT SCHOOL

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. General discussion
    - a. students work interests
    - b. students work experience
  - 2. Preview lesson material
    - a. reference material
      - (1) Teenagers Prepare For Work [1]
      - (2) Campus Work Experience [2]
      - (3) The Job Ahead [3]

---

[1] Esther O. Carson, Teenagers Prepare For Work (16th ed.), Vol. I, No. 1 and 2, 1954.

[2] Esther O. Carson, Campus Work Experience (2nd ed.), Vol. I, No. 3, 1962.

[3] Science Research Associates, Inc., Key to Vocational Decisions (Chicago, Illinois: 1964), pp. 6-45.

3. Blackboard outline
    a. high school courses that provide work experience
        (1) shop
        (2) home economics
        (3) music
        (4) art
        (5) agriculture
        (6) business
    b. engage in work
        (1) at home
        (2) household duties
        (3) yard
        (4) shopping
    c. at school
        (1) assist classroom teacher
            (a) housekeeping duties
            (b) operating projector, tape recorder, and record player
        (2) assist other teachers
            (a) playground
            (b) gymnasium
            (c) stage
4. Secure part time work

III. SUMMARY

A. TEACHERS EXPECTATION OF STUDENT

1. Students should become aware of the need for educational preparation for work, and the need for work experience

B. VALUE TO STUDENT

1. The lesson provides important information for the student who intends to work

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student make his desires known to the teacher

a. desire to learn a trade

b. desire to work

c. desire to take additional study courses

IV. VOCABULARY

V. AIDS

A. CLASSROOM AIDS

1. Blackboard

LESSON NUMBER IV

DON'T BE A DRIFTER

I. OBJECTIVE

- A. TO CONSIDER SOME OF THE ADVANTAGES GAINED BY BECOMING PART OF A COMMUNITY
    - 1. To study the community as a whole
        - a. to consider what the community has to offer its citizens
        - b. to discuss the necessity for each individual to contribute to the community
        - c. to project many services made available by the community to its citizens [1]

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
    - 1. Display pictures
        - a. public buildings
        - b. homes
        - c. recreation centers

---

[1] William F. Sniff, A Curriculum For The Mentally Retarded Young Adult (Charles C. Thomas, Springfield, Illinois: 1962), pp. 18-45.

2. Poster
    a. "Plan Ahead - 5 - 10 - 15 Years Ahead"
3. General discussion
    a. construct a hypothetical community
4. Blackboard outline and illustrations
    a. court house
        (1) legal matters
    b. police station
        (1) protection
    c. social security office
        (1) apply for social security card
    d. employment security office
        (1) apply for work
    e. hospital
        (1) emergency
        (2) family doctor
    f. school [2]
        (1) preparation for adult living
        (2) learn a trade
    g. stores (various kinds)
        (1) establish good credit rating
        (2) learn to be a good shopper

---

[2] Esther O. Carson, Campus Work Experience (2nd ed.) (1962), p. 22.

h. bank
  (1) establish good credit rating
  (2) finance
    (a) home
    (b) education
    (c) car
  (3) establish character reference

i. church
  (1) volunteer work
  (2) make friends
  (3) secure aid in times of distress

j. recreational centers
  (1) have fun
  (2) make friends
  (3) engage in sports
  (4) build strong bodies

k. community services
  (1) use of telephone and telegraph
  (2) lights and water
  (3) garbage collection
  (4) transportation

l. Organization
  (1) school
  (2) community

m. home[3]
    (1) become part of the community
    (2) family association
    (3) responsibility of each member of the family
    (4) pride in home ownership

n. paying your way
    (1) city taxes
    (2) dues, clubs and organizations
    (3) donations
        (a) worthy causes

o. people on the move[4]
    (1) name some reasons why people move
    (2) you can participate in community living even if you change your residence by attending
        (a) school
        (b) church
        (c) engaging in sports
        (d) engaging in community activities

---

[3] *Ibid*., p. 21.

[4] Science Research Associates, Inc., *Keys To Vocational Decisions* (Walter M. Lifton, Chicago, Illinois: 1964), pp. 215-217.

- p. plan ahead (general discussion) [5]
    - (1) consider
        - (a) occupations
        - (b) beneficial school courses
        - (c) sections of the country where you would like to live

III. SUMMARY

- A. TEACHER EXPECTATION OF STUDENT
    - 1. The student should feel that he can contribute to the success of the community by participating in building a hypothetical community
    - 2. This should be a pleasant experience
    - 3. The student should be aware of some of the advantages gained by belonging and contributing to a community
- B. VALUE TO STUDENT
    - 1. The student should realize the advantages gained when one establishes a residence and becomes part of a community
- C. SUGGESTED FOLLOW-UP BY STUDENT
    - 1. It is suggested that the student

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[5] *Ibid.*, p. 410, para. 2.

a. make a list of reasons why he believes it is important to belong to a community

b. make a list of reasons why one should not be a drifter

IV. AIDS

A. CLASSROOM AIDS

1. Pictures
2. Poster
3. Blackboard illustrations and outline

LESSON NUMBER V

THE DROP OUT

I. OBJECTIVE

   A. TO PRESENT A FACTUAL LESSON ON THE ADVANTAGES THE STUDENT MAY HAVE WHO COMPLETES HIS HIGH SCHOOL TRAINING

II. METHODS AND PROCEDURE

   A. OUTLINE OF LESSON

      1. Round table discussion

         a. the drop out [1]

      2. Blackboard outline

         a. advantages of being a high school graduate

            (1) selection of jobs

            (2) joining the armed services

            (3) increased earning ability

            (4) opportunities for additional educational and training

            (5) friends

---

[1] Clark County School District, Summary of School Withdrawals (Las Vegas, Nevada: 1964); Vocational Rehabilitation, Charles O. Ryan Consultant, A Survey of High School Drop Outs Attending Evening Adult Education Programs in the Washoe County Schools (Carson City, Nevada, 1964); and "Male High School Drop Outs Who Registered With the Reno Office Employment Security Department During the 1962-63 School Year." (Mimeographed.)

CLARK COUNTY SCHOOL DISTRICT

Summary of School Withdrawals from 5-4-64 to 5-29-64

		Total from 5-4-64 to 5-29-64	School Year Cumulative total 5-29-64
1.	Total number of students withdrawn under categories W-5, W-6, and W-8:	33	368
2.	Number of schools reporting withdrawals:	9	51
3.	Number of senior high schools reporting withdrawals:	5	27
4.	Number of junior high schools reporting withdrawals:	4	20
5.	Number of rural schools reporting withdrawals:	0	0
6.	Totals by category:		
	W-5 Pupil withdrew after passing compulsory school age.	11	183
	W-6 Pupil withdrew and was issued work permit	0	36
	W-8 Pupil withdrawn because of death, discharge, etc.	22	349
7.	Totals by sex:		
	Boys	19	310
	Girls	14	228
8.	Total by age:		
	13 years	0	3
	14 years	1	22
	15 years	3	39
	16 years	9	83
	17 years	13	250
	18 to 20 years	7	138
	Over 21 years	0	17

		Total from 5-4-64 to 5-29-64	School Year Cumulative Total to 5-29-64
9.	Totals by grade: Grade 7	1	10
	Grade 8	2	22
	Grade 9	2	57
	Grade 10	9	133
	Grade 11	12	156
	Grade 12	6	159
	Special Education	1	36
10.	Totals by race:		
	Code: A - Caucasian	26	464
	B - Negroid	6	75
	C - Oriental	1	1
	D - American Indian	0	15
	E - Spanish American	0	19
	F - Other	0	1
11.	Totals by reason:		
	Code: A - Physical or mental disability	1	22
	B - Work	5	85
	C - Enlistment	5	83
	D - Death	0	8
	E - Expulsion	2	3
	F - Suspension	0	2
	G - Marriage or married pregnancy	5	71
	H - Unmarried pregnancy	1	25
	I - General disinterest	5	151
	J - Particular dislike for teacher or teachers	0	0
	K - Consistant failure to achieve	4	15
	L - Commitment to correctional institute	3	21
	M - Unwillingness to obey regulations	1	10
	P - Reason unknown	1	19
12.	Total by years' residence:		
	Code: A - Less than 1 year	3	94
	B - 1 to 2 years	6	90
	C - 3 to 5 years	8	120
	D - 6 to 10 years	11	130
	E - 11 years or more	5	95
	NA - Not Available	0	34
13.	Totals by achievement pattern:		
	General		
	Code: G - Good	1	32
	A - Average	2	137
	P - Poor	30	168
	NA - Not Available	0	31

	Total from 5-4-64 to 5-29-64	School Year Cumulative total 5-29-64
Reading		
Code: G - Good	1	45
A - Average	3	139
P - Poor	29	344
NA - Not Available	0	40
Arithmetic		
Code: G - Good	1	40
A - Average	2	131
P - Poor	30	231
NA - Not Available	0	74
. Totals by attendance pattern:		
Code: G - Good	1	48
A - Average	3	86
P - Poor	29	425
NA - Not Available	0	9
5. Totals by adjustment pattern:		
Code: G - Good	1	77
A - Average	3	153
P - Poor	29	310
NA - Not Available	0	31
6. Totals by number of retentions:		
Code: N - None	25	338
E1 - Elementary (1)	1	24
E2 - Elementary (2)	0	6
E3 - Elementary (3)	1	4
E4 - Elementary (4)	0	1
E5 - Elementary (5)	0	2
S½ - Secondary (½)	0	1
S1 - Secondary (1)	1	79
S2 - Secondary (2)	2	17
S3 - Secondary (3)	1	8
S4 - Secondary (4)	1	2
NA - Not Available	1	88
7. Totals by number of delinquency referrals:		
Code: N - None	18	347
O - One to five	9	61
F - Over five	6	80
NA - Not Available	0	61

B:b
ttach.
c: Mr. David A. Sands, Assistant Superintendent - Instruction
Mr. Lyal Burkholder, Director of Area Schools
Mr. P. A. Diskin, Director of Student Services
Mr. James Williams, Director of Secondary Schools

B. FILM

1. Title: The Drop Out
    a. 10 min., sound, color
    b. Sid Davis Productions (1962)
    c. Source: University of Arizona
2. Film content
    a. The problems of the "drop out" as told through the story of a high school boy. The film shows us the difficulties he encounters as he applies for work. The loss of his high school friends, and particularly his girl, due to lack of common interests and participation in school activities. The frustration of not obtaining work leads to depression and to quarrels with his parents. Work as a bus-boy at the local school "hang-out" leads to further dejection. The film ends on a question of misgivings about his future.
3. Concepts or ideas to look for in the film
    a. reasons for student drop-out in school
    b. relationship with high school friends after dropping
    c. problems encountered after quitting school

    d. parental attitudes toward boy
    e. value of education in today's society
    f. decisions about future left unanswered
4. Questions for discussion
    a. what was, or could have been, the role of the counselor in this situation
    b. how did parental attitudes affect the boy
    c. how could counseling have helped this situation
    d. what were reasons for, and effect of, losing high school friends
    e. in what ways did the lack of education hinder his opportunities
    f. how will the story of this "drop-out" end

NOTE: This film on "The Drop Out" was selected because it was considered to be appropriate for presentation to mentally retarded high school boys.

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. Students should express their opinions about the high school drop out problem

B. VALUE TO STUDENT

1. This lesson could have far reaching effects on the determination of the student to finish high school

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student discuss his problems as they arise with
    - a. parents
    - b. teacher
    - c. counselor
2. It is suggested that an effort be made to overcome difficulties that may prevent the student from completing his high school training through guidance by
    - a. teacher
    - b. counselor
    - c. principal
    - d. parents

IV. VOCABULARY

Drop Out: one who quits school before completing his studies

V. AIDS

A. CLASSROOM

1. Blackboard

LESSON NUMBER VI

FREIGHT - RAILROAD

Part 1

I. OBJECTIVE

- A. TO PROJECT THE IMPORTANCE OF THE FREIGHTING INDUSTRY
  - 1. To study possible job opportunities offered by the freighting industry
  - 2. To study possible job opportunities offered by related work

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Blackboard outline
- B. FILM
  - 1. Title: Freight - Railroad
    - a. 16 mm. 13½ minutes - print number 7
    - b. black and white - no charge
    - c. source: State of Nevada, Department of Education, Guidance Service Department, Carson City, Nevada
  - 2. Film content
    - a. shows how, when, where and why freight trains are kept moving
    - b. specific jobs are clearly defined as to their purpose

3. Concept and ideas to look for in the film
    a. the manipulation of the freight train and cars by tower control
    b. the many men and the various jobs performed in moving the freight
    c. the duties of the train men
        (1) conductors
        (2) engineers
        (3) fireman
        (4) others
4. Related jobs
    a. trucks and truck driving
    b. use of portable equipment
    c. men loading and unloading freight cars and trucks
    d. transporting the entire train by ferry boat
5. Questions for discussion
    a. many railroad employees are being replaced by automation
    b. this freight train was transporting many products
        (1) name some of them
    c. we depend on freight transportation for much of the material and produce used in

our daily lives. Why?

- d. how many jobs were illustrated in the film
    - (1) list them
- e. related jobs (railroad, freight) do not require apprenticeship training
    - (1) warehousemen
    - (2) truck drivers
    - (3) portable equipment operators and helpers
    - (4) men to load and unload freight cars

6. Other jobs
    - a. railroad maintenance [1]
        - (1) cars
        - (2) buildings
    - b. cleaning
    - c. repairing
    - d. road bed maintenance

C. FACT SHEET

1. Present outlook
    - a. slow decline in job opportunities
2. Trend to
    - a. airplanes

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[1] Finney Company, Finding Your Job (Minneapolis, Minnesota: 1962), Unit 2, Vol. III, p. 3.

- b. bus
  - (1) for passenger travel
- c. truck
  - (1) for freight
- d. pipe-line
  - (1) for oil transportation

3. Railroad freight traffic expected to rise in the next 10 to 15 years
4. Age requirement
   - a. 21 years of age
5. Health requirement
   - a. complete physical examination
   - b. health must be good
6. Earnings
   - a. good
     - (1) about $2.00 per hour and up
7. Training
   - a. on the job
8. Chances for advancement
   - a. usually by seniority
   - b. depends on the department.
9. Conditions of work
   - a. vigorous
   - b. varied
   - c. steady (part time for beginners)

10. Unions
    a. yes
11. Location
    a. universal [2]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT
   1. The student should realize that despite prospects for declining employment in railroad work, job opportunities will be available for thousands of new railroad workers during the 1960's [3]
   2. Among the most numerous will be jobs in construction and maintenance work along the right-of-way [4]

B. VALUE TO STUDENT
   1. Securing a job with a railroad company is a good choice of work
   2. There will always be a need for railroad transportation
   3. Railroad companies maintain high working standards and the employee benefit program is excellent

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[2] Occupational Outlook Handbook (Washington, D.C.: United States Bureau of Labor, 1963,64), pp. 683-704.

[3] Ibid., p. 686, para. 5.

[4] Finney Company, loc. cit.

C. SUGGESTED FOLLOW-UP BY STUDENT

1. Visit a railroad company
    a. inquire about the job in which you are interested
    b. secure application forms
2. Take preparatory courses in high school
3. With the aid of the teacher or vocational advisor, outline a method of procedure to secure the job you want

IV. VOCABULARY

Featherbedding: to require unneeded workmen [5]

V. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Film

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[5] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 303.

LESSON NUMBER VI

FREIGHT

Truck Driving

Part 2

I. OBJECTIVE

  A. TO STUDY THE VARIOUS KINDS OF TRUCK DRIVING

II. METHODS AND PROCEDURE

  A. OUTLINE OF LESSON

    1. Display pictures of trucks

      a. heavy trucks

      b. light trucks

      c. delivery trucks

    2. Trace truck routes on the blackboard

      a. across country hauls

      b. short hauls

      c. local delivery

    3. Blackboard outline

      a. breakdown of different kinds of truck driving [1]

        (1) heavy trucking

---

[1] "Truck Drivers," Chronicle Guidance Publications, Inc. (New York: 1963).

        - (a) must be good driver to qualify considering the congested city streets, tight parking spaces, narrow alleys, and narrow loading platforms
    - (2) light truck driving
        - (a) store deliveries
        - (b) route deliveries include receiving money, making change, giving receipts, and making C.O.D. deliveries
    - (3) route deliveries [2]
        - (a) milk
        - (b) bread
        - (c) laundry
        - (d) ice cream
- b. some training procedures
    - (1) start as a warehouseman
    - (2) go out on trucks with regular driver
    - (3) get a job
- c. warehouseman
    - (1) loading and unloading

---

[2] "Routeman", Chronicle Guidance Publications, Inc. (New York: 1960).

            - (a) trains
            - (b) trucks
        - (2) storage
            - (a) lifting
            - (b) maintenance
        - (3) delivery
            - (a) trucks

B. FACT SHEET

- 1. Present outlook
    - a. very good
- 2. Future trend
    - a. upward
- 3. Age requirements
    - a. heavy truckdriving
        - (1) 25 years of age
    - b. regular truck driving
        - (1) 21 years of age (sometimes under 21)
- 4. Health requirements
    - a. physically strong
    - b. good eyesight
    - c. good hearing
- 5. Earnings
    - a. local truck drivers
        - (1) average hourly wage $2.56 per hour

- b. helpers
  - (1) $1.75 per hour
    - (a) wages vary, usually high, due to overtime worked
- 6. Training
  - a. on the job mostly
- 7. Other requirements
  - a. drivers license
  - b. chauffers license
  - c. pleasant personality
- 8. Requirements
  - a. complete grade school
  - b. 2 to 4 years of high school
- 9. Chance for advancement
  - a. good
- 10. Benefits
  - a. required state and federal protection
  - b. insurances
  - c. vacation
- 11. Work conditions
  - a. depends on trucking job
    - (1) at-home delivery
      - (a) taxi cab driving
      - (b) across country runs
    - (2) away from home delivery
      - (a) out-door work

            - (b) strenuous
            - (c) long hours
    - 12. Union
    - 13. Location
        - a. universal [3]

III. SUMMARY

- A. TEACHER EXPECTATION OF STUDENT
    - 1. It is expected that the student will acquire specific knowledge about truck drivers
- B. VALUE TO STUDENTS
    - 1. Truck driving offers job possibilities for young men who can qualify to be truck drivers
    - 2. Truck driving offers job possibilities for school drop outs
- C. SUGGESTED FOLLOW-UP BY STUDENTS
    - 1. It is suggested that student confer with teacher
        - a. make arrangements to take high school drivers course

IV. VOCABULARY

Transportation: system of moving persons or goods from one place to another [4]

---

[3] Occupational Outlook Handbook, (Washington, D.C.: United States Bureau of Labor, 1963-64), pp. 457-471.

[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 904.

V. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Posters

LESSON NUMBER VI

FREIGHT

Taxicab Driver

Part 3

I. OBJECTIVE

A. TO CONSIDER THE OPPORTUNITIES FOR NEW WORKERS TO BECOME TAXICAB DRIVERS DURING THE NEXT FEW YEARS

II. METHODS AND PROCEDURE

A. OUTLINE OF LESSON

1. General class discussion
    a. students interested in becoming taxi drivers
    b. the need for taxi drivers
        (1) many people need transportation
    c. some duties of the taxicab drivers
        (1) assist passengers
        (2) pick up and deliver packages
        (3) transport crippled children to and from school
    d. operation
        (1) cab stands
        (2) wait in front of theatres, hotels, bus terminals, other buildings

- (3) two way radio system
- (4) keep records
  - (a) date passenger was picked up
  - (b) time passenger was picked up
  - (c) place passenger was picked up

e. some requirements

- (1) knowledge of city streets
- (2) neatness of dress
- (3) pleasant manner [1]
- (4) must have taxi driver's license

2. Blackboard outline

B. FACT SHEET

1. Present outlook
   - a. job opportunities are generally available in this craft
2. Future trends
   - a. some expansion beyond urban population centers due to tendency of urbanites to move to the suburbs
3. Age requirements
   - a. 21 and up
4. Health requirements
   - a. no specific

---

[1] Occupational Outlook Handbook, (Washington, D. C.: United States Bureau of Labor, 1963-64), pp. 469-471.

5. Wages
    a. wages are generally based on a daily guarantee and split of receipts
    b. some employers will guarantee $12.00 or 60% of the daily receipts to the driver
    c. tips are extra
6. Other requirements
    a. good knowledge of traffic laws
7. Training requirements
    a. most taxi drivers are ex-messenger boys, truck driver helpers, or delivery men
8. Chance for advancement
    a. very little opportunity for advancement
    b. they can secure better taxi stations with seniority
9. Benefits
    a. paid vacations are generally included as a part of the compensation plan
10. Conditions of work
    a. inside of a vehicle
11. Location
    a. universal
12. Unions
    a. in large urban centers taxi drivers are unionized[2]

---

[2] Fact sheet prepared by State of Nevada, Dept. of Employment Security, Office of M.D.T.A. Director (Carson City, Nev:1963).

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. It is expected that the student may be interested in becoming a taxicab driver

B. VALUE TO STUDENTS

1. Specific information has been provided about duties and requirements of a taxicab driver

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that interested students consult
    a. teacher
    b. prepare to take driver training course

IV. AIDS

A. CLASSROOM AIDS

1. Blackboard

LESSON NUMBER VII

COMMUNICATION

Part 1

I. OBJECTIVE

  A. TO TRACE THE GROWTH OF COMMUNICATION FACILITIES BRIEFLY

  B. TO STRESS THE IMPORTANCE OF COMMUNICATION

    1. General

    2. Personal

II. METHODS AND PROCEDURE

  A. OUTLINE OF LESSON

    1. Relate stories about

      a. telephone and telegraph [1]

      b. Samuel B. Morse [2]

      c. Alexander Graham Bell [3]

      d. television [4]

---

[1] The Book of Popular Science (New York: Grolier Inc., 1961), Volume II, pp. 377-395.

[2] Wilder, Ludlum and Brown, This is America's Story (Boston, Massachusetts: Houghton Mifflin Company, 1960), p. 277.

[3] Ibid., pp. 431-432.

[4] Ibid., pp. 433-531.

DOMESTIC SERVICE	
Check the class of service desired; otherwise this message will be sent as a fast telegram	
TELEGRAM	
DAY LETTER	
NIGHT LETTER	

$
S
E

WESTERN UNION
TELEGRAM

1207 (4-55)

W. P. MARSHALL, PRESIDENT

INTERNATIONAL SERVICE	
Check the class of service desired; otherwise the message will be sent at the full rate	
FULL RATE	
LETTER TELEGRAM	
SHORE-SHIP	

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	TIME FILED

Send the following message, subject to the terms on back hereof, which are hereby agreed to

*To*______________________________ ____________19____

*Street and No.*______________________________

*Care of or Apt. No.*______________________ *Destination*______________________

Senders's name and address (For reference)

Sender's telephone number

2. Discuss early methods of communication
    a. smoke signals
    b. drum messages
    c. picture writing
    d. semaphore [5]
        (1) flag signals
    e. mirrors
        (1) flash messages
3. Student participation
    a. write telegrams
        (1) regular telegrams
        (2) day letter
        (3) night letter
    b. send telegrams (play practice)
        (1) collect
    c. receive telegrams
        (1) collect
    d. how to use the telephone directory [6]

---

[5] Editorial Board Boy Scouts of America, Handbook For Boys (New York: Boy Scouts of America, 1948), (5th ed.), pp. 378-390.

[6] Esther O. Carson, Teen-Agers Prepare For Work (California: 1957), (9th ed.), p. 46.

- e. use of dial telephone [7]
    - (1) use toy dial telephone
        - (a) regular dialing
        - (b) out of town dialing
- f. how to use a pay telephone
- g. telephone courtesy
    - (1) receiving call
    - (2) placing call
    - (3) length of call
    - (4) emergency call

4. Play practice
    - a. the importance of communication
        - (1) person to person
    - b. communication with
        - (1) teacher
        - (2) friend
        - (3) employer
    - c. some rules to follow
        - (1) be friendly
        - (2) be courteous
        - (3) do not talk too much
    - d. some things to consider
        - (1) are people serious or are they joking
        - (2) don't be touchy

---

[7] Ibid. p. 46.

- (3) attempt to understand the meaning of others
- (4) express yourself clearly

e. discussion

- (1) everyone has problems
- (2) consult
  - (a) parents
  - (b) teacher
  - (c) counselor
- (3) everyone has fun
- (4) share experience with
  - (a) parents
  - (b) teacher
  - (c) counselor
  - (d) friends

f. make application for a job

- (1) written [8]
- (2) by telephone [9]
- (3) in person [10]
  - (a) interview

---

[8] Ibid. p. 46.

[9] Ibid.

[10] Ibid. p. 47.

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The student should now have a greater degree of skill in communicating with others

B. VALUE TO STUDENT

1. To develop skill or to improve in the art of communication should add to the happiness and success of the individual

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student practice
    a. use of the telephone directory
    b. proper use of the telephone
    c. the art of good conversation with others

IV. VOCABULARY

Semaphore: to signal by flag [11]

V. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Telegraph blanks
3. Telephone directory
4. Toy dial telephone

B. BOY SCOUT HANDBOOK

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[11] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 768.

LESSON NUMBER VII

COMMUNICATION

Telephone Company Plant Man

Part 2

I. OBJECTIVE

   A. TO PROJECT A LESSON IN A RELATED FIELD OF COMMUNICATIONS

      1. The job of telephone plant man offers possible job opportunities in this field of work

II. METHODS AND PROCEDURE

   A. LESSON OUTLINE

      1. Blackboard outline

         a. duties of a telephone plant man [1]

            (1) general repair work
            (2) putting up fences
            (3) building patios
            (4) installing light switches
            (5) mending frayed light cords
            (6) fixing wobbly ladders
            (7) pouring cement
            (8) painting

---

[1] Pacific Telephone, "This Is Your Plant Department" (Bell Telephone Company of Nevada, Employment Office, Reno, Nevada), phamphlet.

- b. tools required
    - (1) supplied by company
- c. requirements (general)
    - (1) handy man knowledge
    - (2) skillful use of hands
- d. requirements (ability)
    - (1) to locate trouble
    - (2) to make necessary repairs

2. General discussion
    - a. students interested in job
        - (1) questions
    - b. related jobs [2]
        - (1) telephone repair men

B. FACT SHEET

1. Present outlook
    - a. fair
2. Future trends
    - a. telephone companies are rapidly expanding their businesses
3. Age requirements
    - a. 17 to 65
4. Health requirements
    - a. good
    - b. no special requirements

---

[2] Chronicle Guidance Publications, Inc., "Communications and Utilities Occupations" (Guidance Publications, Inc., New York: 1959), number 5-51 through 5-54. (Folder).

5. Earnings
    a. $95.00 to $115.00 weekly (varies)
6. Training
    a. no special training
    b. handy man ability
7. Chance for advancement
    a. depends on the individual
8. Benefits
    a. company policy (good)
    b. paid vacation
    c. insurance
    d. retirement
9. Conditions of work
    a. indoor
    b. outdoor
        (1) good and bad weather
10. Union
    a. some employees
        (1) not all
11. Location
    a. universal [3]

---

[3] Pacific Telephone, Loc. Cit., and United States Department of Labor, Occupational Outlook Handbook (United States Bureau of Statistics, Washington, D. C.: 1964) p. 715, chart #42; p. 716, para. 2; p. 717.

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. Some students may have an aptitude for and could become interested in the occupation of telephone plant man

B. VALUE TO STUDENT

1. The student may realize the possibility of becoming a telephone plant man
2. The student may become interested in a related field of work

C. SUGGESTED FOLLOW-UP BY STUDENT

It is suggested that the student interested in this work contact the

1. Teacher (counselor)
2. Vocational counselor
3. Local telephone company

IV. AIDS

A. CLASSROOM AIDS

1. Blackboard

LESSON NUMBER VII

COMMUNICATION

Electrician's Handy Man

Part 3

I. OBJECTIVE

A. TO MEET THE NEED FOR INFORMATION TO BE GIVEN TO THOSE STUDENTS WHO ARE INTERESTED IN ELECTRICAL APPLIANCE REPAIR WORK

II. METHODS AND PROCEDURE

A. LESSON OUTLINE

1. General discussion
2. Blackboard outline
   - a. demand for electrical appliance service work
     - (1) radio
     - (2) television
     - (3) phonograph
     - (4) household appliances [1]
   - b. skill required
     - (1) to locate the trouble [2]
     - (2) make necessary adjustments and repairs

---

[1] Occupational Outlook Handbook, (Washington, D.C : United States Bureau of Labor, 1963-64), p. 404 para. 2.

[2] Ibid., p. 403.

c. tools required
    (1) soldering irons
    (2) wire cutters
    (3) magnifying glass
    (4) long nosed pliers

d. personal ability
    (1) patience
    (2) skill with the use of hands
    (3) good eye sight
    (4) knowledge of electrical repair work

e. place of training
    (1) usually at home tinkering with
        (a) clocks
        (b) radios
        (c) television
        (d) electrical appliances
    (2) on the job training
        (a) electrical repairman helper
        (b) fix-it man for electrical appliance shop

f. much work is performed in private homes or alone on the job
    (1) special requirements
        (a) good character
        (b) honesty

        - (c) trust worthy
        - (d) dependable
        - (e) good personality
        - (f) can work well with others
    - g. character references will be needed from employer or dependable person

B. FACT SHEET

- 1. Present outlook
    - a. good
- 2. Trend
    - a. business increasing
- 3. Age requirement
    - a. varies
- 4. Health requirement
    - a. none
- 5. Earnings
    - a. $95.00 weekly up
        - (1) varies with job
- 6. Training
    - a. self trained
    - b. on the job training
- 7. Chance for advancement
    - a. depends on individual
- 8. Benefits
    - a. varies with employer

9. Conditions of work
    a. in-doors
    b. in homes
10. Unions
    a. none
11. Location
    a. universal [3]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT
1. Many students perform electrical repair work at home
2. With a short period of training they can qualify for a job
3. "The work of appliance servicemen is often performed with little supervision and this feature of the job may appeal to many young people" [4]

B. VALUE TO STUDENT
1. Electrical appliances have become a necessity in the home and industry
    a. this means there will be ample opportunity for employment

---

[3] Ibid.

[4] Ibid., p. 405 para. 6.

C. SUGGESTED FOLLOW-UP BY STUDENT

1. The student interested in electrical repair work should
    - a. repair appliances at home
    - b. visit repair shops
    - c. work as a helper
    - d. consult vocational teacher
        - (1) enroll in shop work

IV. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Fact sheet

LESSON NUMBER VIII

HOBBIES

I. OBJECTIVE

- A. TO PRESENT A LESSON ABOUT HOBBIES
  - 1. To observe the students
    - a. interests
    - b. skills
  - 2. To stimulate interest in a hobby
  - 3. To encourage the students to share their interests in hobbies with each other
  - 4. To encourage the students to contribute to the hobby of others
  - 5. To illustrate that a hobby can become a job
- B. TO HAVE A HOBBY SHOW
  - 1. To have fun

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Display posters
    - a. music
    - b. art work (various kinds)
      - (1) painting
      - (2) drawing
      - (3) signs

- c. gardening
- d. cooking
- e. pets
- f. photography
- g. puppets
- h. woodwork
- i. antiques
- j. models
    - (1) airplanes
    - (2) cars (automobiles)
    - (3) ships
- k. coin collection

2. Student participation
    - a. stories about famous people who have made hobbies their career
        - (1) Walt Disney [1]
        - (2) Edgar Bergen
        - (3) George Eastman [2]
3. General discussion
    - a. acquaintances who have turned their hobbies into a profession

---

[1] Encyclopedia Britannica (Chicago, Illinois: 1956), Volume number 7, p. 422.

[2] Science Research Associates, Inc., Keys To Vocational Decisions (Chicago, Illinois: 1964), p. 485, para. #1.

b. your hobby

c. a hobby you would like to have

d. hobbies that develop into part-time jobs [3]

B. HOBBY SHOW

1. Students display

    a. actual display

        (1) coins

        (2) jewelry

        (3) model cars

        (4) model airplanes

        (5) scrapbooks

        (6) pictures

            (a) trains

            (b) paintings (oil and water color)

        (7) stamps

        (8) watches

        (9) greeting cards

        (10) rocks

            (a) polished

            (b) rough

        (11) toy train collection

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[3] Science Research Associates, Inc., op. cit., pp. 485-502; and James C. Worthy, Life Adjustment Booklet "Riding Your Hobby To A Career", (Science Research Associates, Inc., Chicago, Illinois: 1950), p. 14, para. 6.

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The students should be able to reveal some talents, skills and interests
2. The students will be expected to participate in the hobby show

B. VALUE TO STUDENTS

1. The lesson gives the student the opportunity to display his work
2. The lesson provides an opportunity for the students to show a common interest

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student
   - a. continue his hobby
   - b. acquire a hobby
   - c. contribute to his friend's hobby

IV. VOCABULARY

Hobby: an occupation or interest to which one gives his spare time [4]

V. AIDS

A. CLASSROOM AIDS

1. Posters
2. Pictures
3. Stories
4. Hoby show articles

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[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 393.

LESSON NUMBER IX

BAKERS AND BAKING

I. OBJECTIVE

- A. TO PRESENT A LESSON ABOUT BAKERS AND BAKING
  - 1. To meet the needs of those students who are interested in the occupation
  - 2. to emphasize that the baking industry is one of the largest food processing industries in the United States in terms of employment [1]
  - 3. To encourage interested students to consider baking as a possible career

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Blackboard outline
    - a. general discussion
      - (1) machinery used in a bakery
        - (a) mixers
        - (b) ovens
        - (c) tools and utensils
        - (d) bread thermometer
      - (2) preparing mixes

---

[1] Occupational Outlook Handbook, (Washington, D.C.: United States Bureau of Labor, 1963-64), p. 538 para. 1.

- (3) finishing process
    - (a) decorating
    - (b) icing
    - (c) slicing
    - (d) wrapping
- (4) selling
    - (a) sales clerk
    - (b) truck route sales [2]
- (5) delivery truck
    - (a) driving
    - (b) sales (handling money and making receipts)
- (6) employees needed
    - (a) cooks
    - (b) food decorators
    - (c) sales clerk
    - (d) maintenance men such as mechanics
    - (e) truck drivers
    - (f) office help
- (7) hazards of the job
    - (a) working with hot equipment

---

[2] Chronicle Guidance Publications, Inc., Routeman (New York: 1960).

(b) lifting heavy articles

B. PRESENTATION OF FILM

1. Bakers and Baking
    - a. 16 mm. sound 13½ minutes - black and white
    - b. State Department of Education
        - (1) guidance service
    - c. Carson City, Nevada
    - d. A.F.L.C.I.O. Americans at Work Series
    - e. content
        - (1) The process of preparing and cooking bakery goods. The process of wrapping and selling the finished bakery products. The film portrays a bakery on a large ship.
    - f. Concept or ideas to look for in film
        - (1) large machinery used
            - (a) mixers
            - (b) ovens
            - (c) kitchen tools and utensils
            - (d) bread thermometer
            - (e) preparing mixes
        - (2) finishing process
            - (a) decorating
            - (b) wrapping
            - (c) selling

- (3) employees
  - (a) cooks
  - (b) decorators
  - (c) sales clerk
- (4) hazards of the job
  - (a) hot ovens
  - (b) steam
  - (c) heavy trays

2. Questions and discussion
   - a. how many students are interested in becoming bakers or bakers helpers
   - b. name places other than a bakery where bakers are employed
     - (1) restaurants
     - (2) hotels
     - (3) ships
     - (4) cafeterias
     - (5) homes
       - (a) business executives
       - (b) government officials
   - c. students can learn the baking trade at
     - (1) school
     - (2) on the job training
     - (3) get a job in a bakery
   - d. students enrolled in cooking classes relate experiences

C. FACT SHEET

1. Present outlook
    a. job opportunities excellent
2. Future trends
    a. permanent industry
        (1) some automation may take place
    b. improved methods may reduce employment in bakery production workers
    c. increase in
        (1) machinists
        (2) drivers
        (3) salesmen
        (4) clerical workers
3. Age requirement
    a. 18 to 26 years of age
4. Health requirements
    a. good health
        (1) health certificate required in most states
5. Wages
    a. depends on position held
    b. vary widely from $1.59 per hour to $3.83 per hour
6. Training
    a. ranges from a few days on-the-job to

several years of training and experience

(1) apprenticeship programs at bakery

7. Chance for advancement
    a. good
8. Benefits
    a. paid vacations
    b. paid holidays
    c. some bakeries have group insurance plans for employees
9. Unions
    a. most plant workers belong to unions [3]

III. SUMMARY

A. TEACHERS EXPECTATION OF STUDENTS

1. Some students may wish to become bakers

B. VALUE TO STUDENT

1. "For those students who like to use their hands the baking industry provides hundreds of opportunities each year to learn a skilled trade as a baker or related work" [4]

C. SUGGESTED FOLLOW-UP BY STUDENTS

1. Students interested in learning a baking trade

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[3] Occupational Outlook Handbook, loc. cit.

[4] Ibid., para. 2.

should consult with

- a. teacher
- b. family
- c. job counselor
  - (1) arrange to visit a bakery
  - (2) enroll in baking classes
  - (3) secure on-the-job training

IV. VOCABULARY

Career: life work [5]

V. AIDS

- A. CLASSROOM AIDS
  - 1. Blackboard
  - 2. Film

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[5] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 125.

LESSON NUMBER X

RETAIL SALES - GENERAL

Part 1

I. **OBJECTIVE**

  A. TO PRESENT GENERAL INFORMATION PERTAINING TO RETAIL SALES

  B. THE OCCUPATION OF RETAIL SALES AFFORD JOB OPPORTUNITIES FOR PEOPLE WITH WIDELY DIFFERENT BACKGROUNDS AND ABILITIES [1]

II. **METHODS AND PROCEDURE**

  A. OUTLINE OF LESSON

    1. Study local newspapers (current issue)

      a. advertisements

        (1) stores (general)

          (a) merchandise

      b. job situations

        (1) jobs wanted

        (2) workers needed

  B. GENERAL DISCUSSION

    1. The selling trade is learned

      a. usually on the job [2]

---

[1] *Occupational Outlook Handbook*, (Washington, D. C.: United States Bureau of Labor, 1963-64), pp. 287-296.

[2] Richard O. Peterson, Edna M. Jones, *Guide to Jobs For the Mentally Retarded* (American Institute For Research, Pittsburgh, Pennsylvania: 1964), Job Profile A-1 to A-16.

        (1) small drug store
        (2) small grocery store
        (3) part time work
2. Places of employment
    a. stands
        (1) hotel lobbies
        (2) theatre lobbies
3. Door to door salesmen
    a. special requirements
        (1) licenses and/or permits
            (a) city
            (b) county
            (c) state
            (d) federal government
    b. products sold
        (1) vacuum cleaners
        (2) cooking ware
        (3) household aids
            (a) brushes
            (b) cleaning fluids
            (c) cosmetics
            (d) sundry articles
4. Blackboard outline
    a. department stores

- (1) general merchandise
    - (a) furniture
    - (b) household appliances
    - (c) hardware
    - (d) farm equipment
    - (e) wearing apparel and accessories
- (2) related work
    - (a) maintenance (general)
    - (b) packaging
    - (c) shipping
    - (d) decorators
    - (e) sign painting
    - (f) clerical help
    - (g) sales clerk
    - (h) warehouse work

4. General discussion
    - a. requirements
        - (1) nice personality
        - (2) good grooming
        - (3) good character
            - (a) honest
            - (b) reliable
        - (4) ability to work well with other people

- b. some technical ability needed
  - (1) make change
  - (2) make receipts
  - (3) operate a cash register

C. FACT SHEET

- 1. Present outlook
  - a. job opportunities are always available in this field
- 2. Future trends
  - a. job opportunities will continue to expand with population growth
  - b. with general 5% expansion in most areas except for Western states which will rise to approximately 10% a year
- 3. Age requirements
  - a. 16 years and up
- 4. Health requirements
  - a. physical generally not required
- 5. Wages
  - a. average $1.15 per hour and up
    - (1) some variances such as straight commission or salary and commission
    - (2) also some profit sharing plan
- 6. Other requirements
  - a. pleasing personality for public contact

7. Training requirements
    a. on the job training
    b. some vocational training now available
8. Chance for advancement
    a. chances for advancement are excellent in this field
9. Benefits
    a. fringe benefits depending on employer and/or union
10. Conditions of work
    a. inside work
        (1) requires standing 8 hours
        (2) ability to run cash register
11. Location
    a. universal
12. Unions
    a. about 30% of this occupation is unionized [3]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The student should become aware of the vast field of retail sales as a potential field of employment

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[3] Fact sheet prepared by State of Nevada, Department of Employment Security, Office of M.D.T.A. Director (Carson City, Nevada: 1964).

B. VALUE TO STUDENT

  1. The student may discover that he has an interest in sales work

C. SUGGESTED FOLLOW-UP BY STUDENT

  1. It is suggested that the students visit retail stores and observe the various jobs that are performed

IV. VOCABULARY

Sundry: several [4]

V. AIDS

A. CLASSROOM AIDS

  1. Blackboard
  2. Local newspapers
    a. current issues

---

[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 850.

LESSON NUMBER X

RETAIL SALES - GROCERY STORE

Meat Wrapper

Part 2

I. OBJECTIVE

A. TO PROJECT A LESSON THAT MAY BE OF PARTICULAR INTEREST TO SOME STUDENTS

II. METHODS AND PROCEDURE

A. OUTLINE OF LESSON

- 1. Blackboard outline
    - a. duties of a meat wrapper
        - (1) arrange meat
            - (a) know different cuts of meat
        - (2) knowledge of different kinds of wrapping paper
            - (a) cellophane bags
            - (b) special freezer paper
        - (3) knowledge of the use of
            - (a) scale (weigh)
            - (b) automatic price machine
            - (c) identification stamps
        - (4) keep all work areas clean
            - (a) work benches

- (b) display cases
- (c) storage space
- (d) tools and equipment

(5) requirements
- (a) skillful use of hands
- (b) health examination

(6) some places to work
- (a) frozen food lockers
- (b) wholesale meat markets
- (c) retail meat markets
- (d) meat processing plants

(7) training
- (a) apprenticeship regulations

(8) related work
- (a) helper in a meat market [1]

B. FACT SHEET

1. Present outlook
   a. job opportunities are present in this field in limited number
2. Future trends
   a. job opportunities will expand faster than general industrial expansion
      (1) toward female help

---

[1] Richard O. Peterson, Edna M. Jones, Guide to Jobs For the Mentally Retarded (American Institute For Research, Pittsburgh, Pennsylvania: 1964), Job Profile A-4.

3. Age requirements
    a. 18 years and up
4. Health requirements
    a. must pass physical examination
5. Wages
    a. excellent wages averaging around $90.00 a week
6. Other requirements
    a. good manual dexterity required
    b. must be able to operate automatic weigh - price machine
7. Training requirements
    a. "on-the-job" training is generally the avenue currently utilized
8. Chance for advancement
    a. the chance for advancement is limited
        (1) however, prevailing wages are excellent
9. Benefits
    a. employee benefits are determined via union employer negotiations
    b. these are generally good
10. Conditions of work
    a. inside work
    b. occasionally workers must enter cold storage rooms

- 11. Location
    - a. universal
- 12. Unions
    - a. 90% of the workers are members of the meat cutters union
    - b. although meat wrappers are not meat cutters (butchers), they belong to the same labor organization
    - c. this generally accounts for the high pay scale [2]

III. SUMMARY

- A. TEACHER EXPECTATION OF STUDENT
    - 1. Some students are raised on ranches and are acquainted with meat processing
    - 2. They may wish to secure work in the meat department of a wholesale or retail store
- B. VALUE TO STUDENT
    - 1. Meat wrapping or related work offers possible job opportunities for students interested in this occupation
- C. SUGGESTED FOLLOW-UP BY STUDENT
    - 1. The student should consult
        - a. teacher

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[2] Fact sheet prepared by State of Nevada, Department of Employment Security, Office of M.D.T.A. Director (Carson City, Nevada: 1964).

- (1) arrange to visit
  - (a) meat packing plant
  - (b) meat market
  - (c) frozen food locker
  - (d) meat department in general store

IV. VOCABULARY

V. AIDS

- A. CLASSROOM AIDS
  - 1. Blackboard

LESSON NUMBER X

RETAIL SALES - LARGE GROCERY STORE

Courtesy Clerks

Part 3

I. OBJECTIVE

- A. SINCE GROCERY STORES ARE UNIVERSAL SOME JOB OPPORTUNITIES ARE AVAILABLE IN THIS INDUSTRY IN ALL AREAS OF THE COUNTRY

II. METHODS AND PROCEDURE

- A. GENERAL DISCUSSION
  - 1. Bag boys or courtesy clerks
    - a. duties
      - (1) assist food checker
        - (a) help sack groceries
        - (b) carry groceries to customers car
- B. FACT SHEET
  - 1. Present outlook
    - a. fair
  - 2. Trend
    - a. business expanding
  - 3. Age requirement

    16 years of age

4. Health requirements
    a. must be physically fit
5. Earnings
    a. $1.02 per hour
6. Training
    a. on the job
7. Chance for advancement
    a. good
8. Benefits
    a. depends on management
9. Condition of work
    a. light work
10. Unions
    a. no unions but subject to union regulations
11. Location
    a. universal[1]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENTS

1. Some students will secure summer work or part time work as bag boys in grocery stores

B. VALUE TO STUDENTS

1. Specific knowledge about the job of bag boy

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[1] Fact sheet prepared by State of Nevada, Department of Employment Security, Office of M.D.T.A. Director (Carson City, Nevada: 1964).

or courtesy clerk has been presented to the students

C. SUGGESTED FOLLOW-UP BY STUDENTS

1. Students interested in this job should secure detailed information
2. He should confer with
    a. teacher
        (1) make appointment with grocery store personnel manager

IV. AIDS

A. CLASSROOM AIDS

1. Fact sheet

Note: Bag boys or Courtesy clerks is not the same as the job of grocery store helper. Duties and requirements are different.

LESSON NUMBER XI

CONSERVATION OF NATURAL RESOURCES

Part 1

I. OBJECTIVE

   A. TO PRESENT A LESSON ILLUSTRATING THE NATURAL RESOURCES OF THE UNITED STATES

      1. To help students acquire an understanding of the necessity to preserve our natural resources

II. METHODS AND PROCEDURE

   A. OUTLINE OF LESSON

      1. Blackboard outline

         a. natural resources [1]

            (1) timber land

            (2) coal

            (3) ore

            (4) oil

            (5) soil

            (6) water

            (7) wild life

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[1] U. S. Department of Agriculture, "An Outline For Teaching Conversation in the Elementary Schools", "An Outline for Teaching Conversation in High Schools" (Washington, D.C.), Pamphlets 268 and 201.

2. General discussion
    a. need for conservation of natural resources
        (1) discuss items listed in blackboard outline
    b. individual responsibility
        (1) to prevent waste or destruction of
            (a) water
            (b) land
            (c) parks
            (d) forests
            (e) wild life

B. FILM

1. Title: Our Magic Land
    a. 16 mm. sound - color 22 minutes
    b. source: United States Government Forest Service, Supervisor Office, Reno, Nevada
2. Film content
    a. describes the lumbering, fishing, farming, and mineral industries of the United States of America and stresses the necessity for conserving natural resources
    b. the story is illustrated in an amusing and interesting manner through the magic acts of a carnival magician
        (1) the wonders of our land appear through this illustration

3. Concepts and ideas to look for in the film
    a. the natural resources shown
    b. the conservation practices used to preserve the natural resources
4. Questions for discussion
    a. discuss the importance of natural resources in
        (1) national industry
        (2) every day living
    b. are the natural resources of our country being protected
        (1) how
    c. are these resources being wasted
        (1) how
    d. what is your obligation as an individual toward the preservation of our natural resources
    e. how can education of the people help to preserve our natural resources
        (1) suggestions
            (a)
            (b)
            (c)
    f. name some natural recreational centers
        (1) lakes

(2) parks

(3) hunting areas

g. how can we protect these centers

(1) suggestions

(a)

(b)

(c)

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The student should have an understanding of the value of our natural resources

2. The student should assume some responsibility to protect natural resources

B. VALUE TO STUDENT

1. Conservation of natural resources offers an opportunity for useful public service

2. There is a growing need for conservation

3. Jobs are available in this field of work

C. SUGGESTED FOLLOW-UP BY STUDENT

1. Student should

a. visit a library

(1) secure books

(2) secure pictures

(3) view movie film about conservation and natural resources

IV. VOCABULARY

Conservation: keeping in a safe state [2]

V. AIDS

- A. CLASSROOM AIDS
  - 1. Brochure
    - a. pamphlets
  - 2. Blackboard
  - 3. Film

---

[2] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 177.

LESSON NUMBER XI

CONSERVATION OF NATURAL RESOURCES

Forestry Helpers or Aides

Part 2

I. OBJECTIVE

A. MANY STUDENTS ARE INTERESTED IN INFORMATION ABOUT OUT-OF-DOOR WORK POSSIBILITIES

1. This lesson is prepared to meet that need

II. METHODS AND PROCEDURE

A. OUTLINE OF LESSON

1. Review of pamphlets
    - a. Forest Pest Control [1]
    - b. Our Forest Bounty [2]
    - c. From Tree Farm to You [3]
2. General discussion
3. Blackboard outline
4. Forestry department addresses [4]

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[1] National Forests, "Progress in Forest Pest Control" (National Forests, 1961), pp. 1-12. Phamplet.

[2] American Forest Products, Inc., "Our Forest Bounty" (Washington, D.C.: 1961), pp. 2-19. Phamplet.

[3] Weyehauser Company, "From Tree Farm To You" (The Deers Press, Seattle, Washington: 1963). Mimeographed.

[4] Important addresses listed in the local telephone directory (found under name of State) "Conservation and Natural Resources Department of; Division of Forestry or United States Government Agriculture Department of".

5. Duties of a forestry helper [5]
    a. cleaning out the dead timbers and undergrowth in the forest
        (1) burning the rubbish
    b. spraying insects
    c. setting up camps
        (1) getting supplies
    d. driving trucks and equipment
    e. watchman in the lookout tower
6. Duties of a fire fighter
    a. receive on the job training and instructions
    b. study
        (1) wind currents
        (2) fire prevention
        (3) fire fighting
            (a) proper dress
            (b) use of fire fighting equipment
    c. tools needed
        (1) supplied by the forestry department

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[5] Richard O. Peterson and Edna M. Jones, Guide to Jobs For The Mentally Retarded (American Institute For Research, Pittsburgh, Pennsylvania: 1964), Master Profile - K: Forestry Job Profile K-1 to K-6.

- d. demand for forestry aides[6]
  - (1) summer months
    - (a) big demand
  - (2) a suggestion is made to
    - (a) make application in early spring to proper forestry department for a job

B. FACT SHEET

- 1. Present outlook
  - a. good
- 2. Trends
  - a. increasing demand
  - b. continued growth
  - c. park and recreation services will expand
- 3. Age requirements
  - a. 18 years of age
- 4. Health requirements
  - a. must have excellent health
- 5. Earnings
  - a. laborers
    - (1) $2.25 per hour

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[6] Science Research Associates, Inc., Keys To Vocational Decisions (Walter M. Lifton, Chicago, Illinois: 1964), p. 26.

b. firefighters

(1) $1.87 per hour

c. aides

(1) $1.87 per hour

6. Training

a. on the job

7. Chance for advancement

a. good

b. depends on individual

8. Benefits

a. government compensation and social security

9. Conditions of work

a. rugged

10. Unions

a. no

11. Location

a. universal [7]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. Some students may wish to secure summer work in the Forestry Service

---

[7] Forest Service, "Out Door Life Forestry Helpers, Firefighters and Aides" (United States Government, Reno, Nevada: 1964). Phamphlet.

B. VALUE TO STUDENT

1. Much of the work in forestry is healthful out-door work
2. As there is an expanding need of conservation, there will be greater opportunities for employment with the government
3. Employment with the government is desirable

C. SUGGESTED FOLLOW-UP BY STUDENT

1. The student should consult the teacher and
    a. secure addresses of various
        (1) state and federal conservation departments
        (2) departments from the local telephone directory
    b. consult parents about job aspiration
    c. make application to the proper agency for summer work
        (1) application for a summer job should be made well in advance

IV. VOCABULARY

Conservation: keeping in a safe state [8]

V. AIDS

A. CLASSROOM AIDS

1. Blackboard

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[8] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 177.

LESSON NUMBER XI

CONSERVATION OF NATURAL RESOURCES

Farming

Part 3

I. OBJECTIVE

  A. TO PRESENT AN OVER-ALL PICTURE OF THE OCCUPATION OF FARMING

    1. To illustrate the present trend in farming

      a. large farms

      b. highly mechanized

      c. high cost of farm land and equipment

  B. TO STUDY SOME JOB POSSIBILITIES

II. METHODS AND PROCEDURE

  A. GENERAL DISCUSSION

    1. Students relate personal experiences in farming

    2. Study a map of the United States

      a. sections

        (1) north

        (2) south

        (3) east

        (4) west

      b. discuss the crops raised in the various sections

3. Use a picture puzzle map to determine the different sections of the United States
4. Blackboard diagram
    - a. chart 1 (attached) [1]
        - (1) more workers in business and industry
        - (2) fewer on farms
    - b. review chart 2
        - (1) agricultural occupations
5. Cost of farm land and equipment [2]
6. Review
    - a. agricultural occupations chart (attached)
7. Blackboard outline
    - a. different kinds of farming [3]
        - (1) truck farming
        - (2) (a) produce
        - (2) hay production
        - (3) sugar beets
        - (4) cotton
        - (5) peanuts
    - b. stock raising
        - (1) range cattle
        - (2) beef cattle

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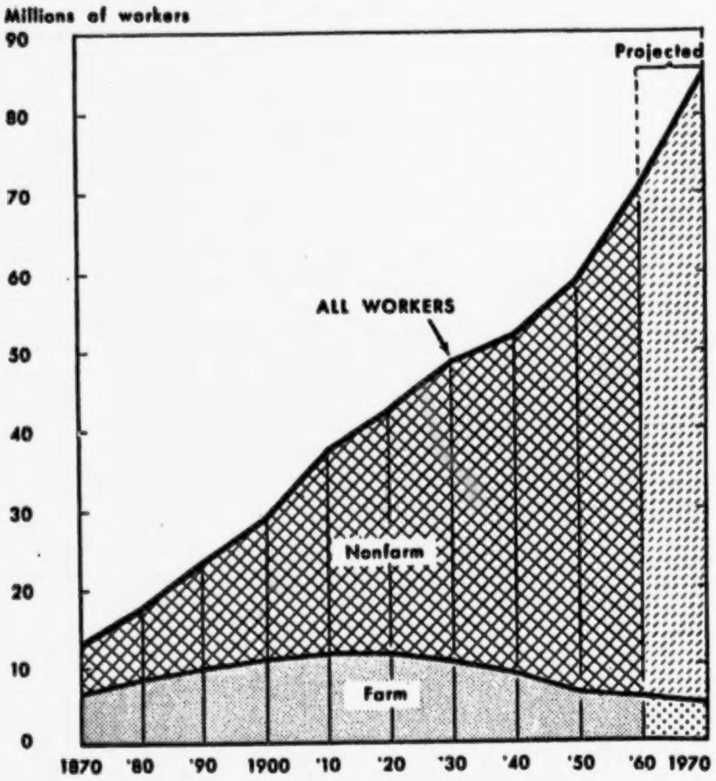
[1] Occupational Outlook Handbook, (United States Bureau of Labor, Washington, D.C.: 1961), p. 16.

[2] Ibid., p. 729 para. 2.

[3] Richard O. Peterson and Edna M. Jones, Guide to Jobs For the Mentally Retarded (American Inst. for Research, Penn: 1964), Master Profile 1-1 to 1-13.

CHART 8

MORE WORKERS IN BUSINESS AND INDUSTRY—
FEWER ON FARMS.....



Source: Data for 1870-1960. U.S. Bureau of the Census,
projections: U.S. Bureau of Labor Statistics.

Chart #2

LAND IN FARM, LABOR USED, CAPITAL INVESTED, AND NET FARM INCOME OF COMMERCIAL FARMS, BY TYPE, LOCATION, AND SIZE, 1957–59 AVERAGE

Type of farm, location, and size	Total land in farm (acres)	Total labor used (hours)	Capital invested in —				Total farm capital	Net farm income
			Land and buildings	Machinery and equipment	Livestock	Crops		
Dairy farms:								
Central Northeast	217	4,360	$18,970	$6,530	$7,430	$2,800	$35,730	$4,348
Eastern Wisconsin	138	4,140	22,040	6,920	6,050	2,590	37,600	2,748
Western Wisconsin	168	4,180	14,740	3,860	6,410	2,640	27,650	3,378
Dairy—hog farms, southeastern Minnesota	156	3,920	26,430	6,670	5,910	2,770	41,780	3,953
Corn Belt farms:								
Hog—dairy	166	4,370	32,160	6,590	6,620	4,180	49,550	5,985
Hog—beef raising	239	3,480	29,460	5,340	6,580	3,360	44,740	4,211
Hog—beef fattening	209	4,050	50,720	7,500	10,490	6,090	74,890	8,232
Cash grain	234	3,450	87,510	7,170	2,890	1,790	99,360	6,663
Poultry farms, New Jersey (egg producing)	10	5,830	42,830	1,860	7,150	0	51,840	1,092
Cotton farms:								
Southern Piedmont	203	4,670	17,420	1,910	870	470	20,670	2,195
Black Prairie, Texas	185	3,040	26,610	3,310	1,440	500	31,860	2,460
High Plains, Texas (nonirrigated)	404	3,360	45,440	7,160	570	440	53,610	7,168
High Plains, Texas (irrigated)	351	6,660	87,570	13,940	990	750	103,250	14,007
Mississippi Delta:								
Small	58	3,220	9,240	2,950	490	210	12,890	1,609
Large—scale	1,000	33,720	156,670	30,920	6,830	2,030	196,450	19,175
Peanut—cotton farms, Southern Coastal Plains	163	3,510	9,750	2,440	1,140	450	13,780	2,719
Tobacco farms:								
Tobacco—livestock, Kentucky	118	3,920	21,940	2,520	2,220	810	27,490	3,142
Tobacco—cotton, North Carolina	100	5,640	19,300	3,020	640	690	23,650	2,801
Tobacco—cotton (large)	170	8,460	33,210	5,540	1,340	1,200	41,290	3,564
Tobacco (small)	50	3,150	9,670	1,270	450	410	11,800	2,311
Spring wheat farms, Northern Plains:								
Wheat—small grain—livestock	705	2,840	30,940	10,650	3,250	1,730	46,570	4,436
Wheat—corn—livestock	506	3,830	29,860	8,850	6,980	2,820	48,510	4,907
Wheat—roughage—livestock	795	3,560	27,360	8,440	5,600	2,370	43,770	3,599
Winter wheat farms:								
Wheat, Southern Plains	732	2,620	69,320	9,580	4,690	1,620	85,210	9,565
Wheat—grain sorghum, Southern Plains	738	3,340	66,260	8,090	4,240	1,230	79,820	8,481
Wheat—pea, Washington and Idaho	557	3,480	148,730	17,270	2,200	1,730	169,930	13,532
Wheat—fallow, Washington and Oregon	1,331	3,600	105,930	16,850	3,670	1,420	127,870	13,224
Cattle ranches:								
Northern Plains	4,268	3,940	46,370	7,540	18,110	2,910	74,930	5,248
Intermountain region	1,723	5,010	31,220	5,140	36,690	3,880	76,930	11,278
Southwest	11,070	3,450	112,160	3,780	24,620	1,850	142,410	7,466
Sheep ranches:								
Northern Plains	6,303	8,210	58,890	6,640	24,070	2,730	93,230	10,806
Southwest	13,365	5,360	163,310	4,720	22,720	1,540	192,290	9,401

NOTE: Prepared in Farm Economics Research Division, Agricultural Research Service, U. S. Department of Agriculture.

- (3) dairy cattle
- (4) sheep
- (5) horses
- (6) pigs

c. poultry
  - (1) turkey growers
  - (2) hens
    - (a) egg producing
  - (3) chickens
    - (a) meat producing

d. related farming
  - (1) hot house plant growing
    - (a) nursery
    - (b) vegetables
    - (c) trees

e. orchards
  - (1) fruit
  - (2) nuts
  - (3) dates

f. dairy farming
  - (1) milk cows
    - (a) milk processing
    - (b) barn maintenance
    - (c) truck delivery

- g. farm service jobs
  - (1) spraying
    - (a) trees
    - (b) crops
  - (2) harvesting
    - (a) hay
    - (b) other crops
- h. maintenance
  - (1) farm buildings
  - (2) farm machinery
  - (3) fences

8. Skills needed
   - a. general knowledge about farm work
9. Job possibilities
   - a. part time
   - b. seasonal
   - c. steady
10. Requirements
    - a. good health
      - (1) long hours
        - (a) strenuous

B. FACT SHEET

1. Present outlook
   - a. ownership of small farms
     - (1) not favorable

2. Trends
    a. to large farms
        (1) highly mechanized
3. Age requirements
    a. 18 years of age
4. Health requirements
    a. good health necessary
5. Earnings
    a. $1.00 to $1.50 per hour
6. Training
    a. grow up on a farm
    b. on the job training
7. Chance for advancement
    a. limited
8. Benefits
    a. varies with employer
9. Conditions of work
    a. outdoor
        (1) strenuous
10. Unions
    a. no
11. Location
    a. universal
12. Job possibilities
    a. fair [4]

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[4] Occupational Outlook Handbook, op. cit., pp. 728-731.

TABLE OF FARM WAGES

AVERAGE IN THE UNITED STATES

AS OF OCTOBER 1, 1962

per month with house	$198.00
per month with board and room	155.00
per week with board and room	37.25
per week without board and room	46.00

Note: This table is found in the "Occupational Outlook Handbook," on page 730.

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The student should have general knowledge about the farming industry
2. He should realize that the trend in farming is toward large and highly mechanized operations

B. VALUE TO STUDENT

1. "The young man considering a small farm may wish to consider some other field of endeavor" [5]
2. The farm offers job opportunities for those students interested in out-of-door work
3. Experience in farm work is helpful for students interested in forestry work

C. SUGGESTED FOLLOW-UP BY STUDENT

1. The student interested in farm work should consult
    - a. parents
    - b. teacher
    - c. vocational counselor (school)
    - d. farm bureau department

IV. VOCABULARY

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[5] *Ibid.*, p. 16.

V. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Wall map of the United States
3. Puzzle map of the United States
4. Chart #1
5. Chart #2

LESSON NUMBER XII

AUTO INDUSTRY

Mechanics

Part 1

I. OBJECTIVE

- A. TO PRESENT A COMPREHENSIVE LESSON ABOUT THE AUTOMOBILE INDUSTRY
    - 1. To project possible job opportunities

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
    - 1. Blackboard outline
        - a. manufacturing
            - (1) location
                - (a) near large population centers
        - b. the largest number of employees work in the factory or plant occupations[1]
            - (1) machine tender
            - (2) assembler
            - (3) material handler
            - (4) custodial worker

---

[1] *Occupational Outlook Handbook*, (United States Bureau of Labor, Washington, D. C.: 1963-64), p. 641, para. 1-2.

- c. assembly line manufacturing methods
    - (1) mass produced
        - (a) assembly line worker
    - (2) each worker has a specific job
        - (a) nuts and bolts
        - (b) put on tires
        - (c) put in windshield
- d. shipping
    - (1) train
    - (2) truck
        - (a) piggy-back
- e. car dealers [2]
    - (1) show places
        - (a) garages

B. GENERAL DISCUSSION

C. PRESENTATION OF FILM

- 1. The Auto Industry
    - a. 16 mm. sound 20 minutes
    - b. Brigham Young University
        - (1) department of audiovisual communication
    - c. booking clerk
        - (1) Provo, Utah

---

[2] General Motors Corporation, "Planning Your Future Look 1st at Careers in The Retail Automotive Business" (Chronicle Guidance Publications, Inc.), pp. 1-19,. Phamplet.

- d. content
    - (1) the story of the growth and improvements made in the automobile industry during the past century
- e. concepts and ideas to look for in film
    - (1) changes since grandpa's day in
        - (a) mechanics
        - (b) car parts
        - (c) car style
    - (2) different methods of shipping from manufacturer to customer
        - (a) 1900 (the year of)
        - (b) 1960 (the year of)
    - (3) experiment with
        - (a) car airplane
    - (4) the production of parts for antique cars

2. Questions and discussion
    - a. different materials used in the production of a car
        - (1) early 19th century
        - (2) the year of 1960
    - b. noticeable style changes from 1900 to 1960
        - (1) trend in style change
    - c. gasoline consumption

- d. quality of tires
    - (1) size of tires
- e. automatic drive (hydromatic)
    - (1) shift drive
- f. brakes
    - (1) old style
    - (2) power brakes

D. FACT SHEET

1. Present outlook
    - a. many thousands of job opportunities for new workers
2. Future trend
    - a. steady growth
3. Age requirements
    - a. 18 years of age
4. Health requirements
    - a. must be physically able
5. Earnings
    - a. production workers
        - (1) average hourly wage
            - (a) $2.99 per hour
6. Training
    - a. on the job training
7. Other requirements
    - a. must be dependable and have aptitude for mechanical work

8. Chance for advancement
    a. depends on individual
9. Benefits
    a. most employees receive
        (1) insurance coverage
        (2) paid vacation
        (3) pension
10. Work conditions
    a. generally very good
        (1) clean
        (2) comparatively safe [3]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT
    1. The student should have general knowledge about the automobile manufacturing industry

B. VALUE TO STUDENT
    1. The automobile industry is an important part of our economy
    2. The automobile industry offers thousands of job opportunities
    3. It is important for the students to realize the potential work possibilities offered by this industry

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[3] Occupational Outlook Handbook, op. cit., pp. 658-650.

C. SUGGESTED FOLLOW-UP BY STUDENTS

1. The student should visit an automobile manufacturing plant if possible

IV. VOCABULARY

Universal: used, or for use among all people [4]

V. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Film

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[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 930.

LESSON NUMBER XII

AUTO INDUSTRY

Tune-Up Man

Part 2

I. OBJECTIVE

- A. TO EMPHASIZE THE IMPORTANCE OF JOB OPPORTUNITIES AVAILABLE IN THE AUTOMOBILE MAINTENANCE FIELD
  - 1. To encourage high school students to take advantage of automobile mechanic courses

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Pictures
    - a. old model cars
    - b. new model cars
  - 2. Blackboard outline
    - a. automobile mechanic helper or tune-up men work under the supervision of the mechanic [1]
    - b. assist in performing the following work
      - (1) maintenance and repair work
        - (a) mechanical

---

[1] *Occupational Outlook Handbook*, (United States Bureau of Labor, Washington, D C.: 1963-64), pp. 405-408.

        - (b) electrical
        - (c) body work
    - (2) service
        - (a) gasoline equipment for tractors
    - (3) inspection and tests to determine faulty operation
    - (4) repair work
        - (a) tuning engine
        - (b) replace piston rings
        - (c) repair or replace defective parts
        - (d) align the front wheels
        - (e) adjust or reline brakes
- c. work requirements in a
    - (1) small shop
        - (a) perform variety of repair work
    - (2) large shop
        - (a) specialize in particular type of work
- d. tools required
    - (1) should have own tools
    - (2) screw drivers
    - (3) wrenches
    - (4) pliers
    - (5) price of tools (beginners)
        - (a) about $100.00

- e. places of work
  - (1) service stations
  - (2) used car lots
  - (3) garages
  - (4) construction work
  - (5) city, state and federal repair shops
  - (6) large company repair shops

B. FACT SHEET

- 1. Present outlook
  - a. very good
- 2. Future trends
  - a. expected to increase one-third (1/3) in next ten years
- 3. Age requirements
  - a. 18 years of age
- 4. Other requirements
  - a. own your own hand tools
- 5. Health requirements
  - a. good physical condition
  - b. good eye sight
  - c. good hearing
- 6. Earnings
  - a. usually high wages
    - (1) $2.50 hour and up
- 7. Training
  - a. on the job

        - b. high school shop
        - c. M.D.T.A. training course
    - 8. Chance for advancement
        - a. very good
    - 9. Benefits
        - a. steady work
        - b. state insurance coverage (usually)
    - 10. Conditions of work
        - a. garage
        - b. service station
        - c. used car lot [2]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. Those students interested in auto tune-up work should take advantage of training provided by
    - a. high school shop
    - b. courses in auto tune-up work given by
        - (1) the Federal Government
        - (2) the State Government
        - (3) M.D.T.A. training courses

---

[2] Fact sheet prepared by State of Nevada, Dept. of Employment Security, Office of M.D.T A. Director (Carson City, Nevada: 1963); and United States Department of Labor, Training Projects approved Under The Manpower Development and Training Act (office of manpower, automation and training, Washington, D.C.: 1963), report number 28.

B. VALUE TO STUDENT

1. Employment in the field of auto mechanics is increasing rapidly

2. "For beginning jobs employers prefer young high school graduates who have some understanding of auto mechanics" [3]

C. SUGGESTED FOLLOW-UP BY STUDENT

1. Consult with
   a. teacher
   b. vocational counselor

2. Secure information about instructional courses in auto mechanics work
   a. high school
   b. state and federal training courses
   c. trade school
   d. on-the-job training

IV. VOCABULARY

M.D.T.A.: Man-power Development and Training Act

V. AIDS

A. CLASSROOM AIDS

1. Pictures

---

[3] Occupational Outlook Handbook, op. cit., p. 406, para. #9.

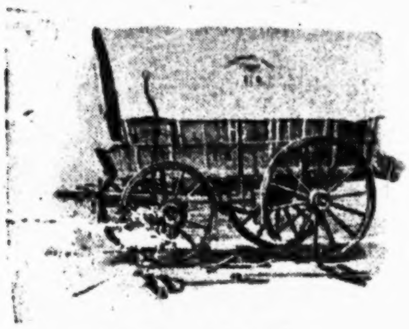
    a. old model cars

    b. new model cars

2. Blackboard

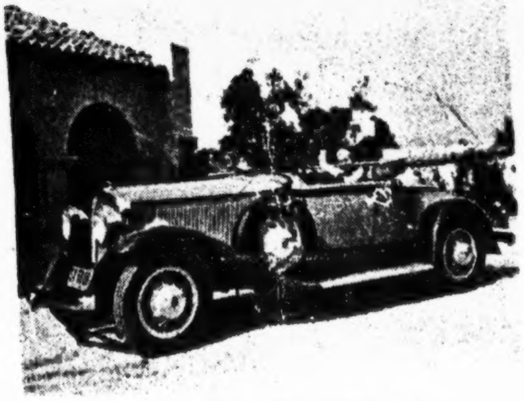
Note: The term auto "tune-up" is used instead of "auto mechanic helper" because auto mechanic helper comes under the apprenticeship program. Some of the students may find it difficult to qualify academically for apprenticeship training.

The Beginning

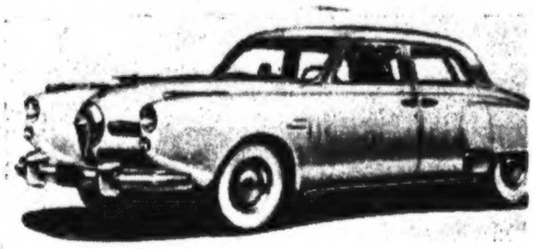


Early Wagon

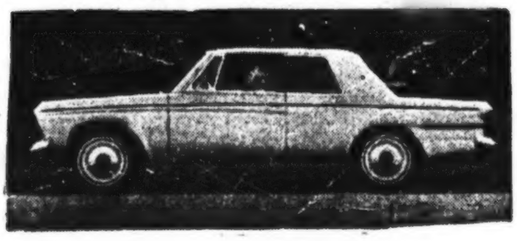
First Gasoline Car



1930 Roadster



1950 Model



1964 Model

LESSON NUMBER XIII

SERVICES

Landscaping

Part 1

I. OBJECTIVE

- A. MANY STUDENTS ARE INTERESTED IN GAINFUL EMPLOYMENT IN OUT-OF-DOOR WORK
    - 1. This lesson projects the demand for and some of the advantages of engaging in yard work as a career or profession

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
    - 1. Display pictures of landscaping
        - a. homes
        - b. hotels [1]
        - c. motels [2]
        - d. parks
    - 2. General discussion
    - 3. Blackboard outline
        - a. some duties of a yard man
            - (1) general yard clean-up man

---

[1] Finney Company, Finding Your Job (Minneapolis, Minnesota: 1962), lesson number 10.

[2] Richard O. Peterson and Edna M. Jones, Guide to Jobs For The Mentally Retarded (American Institute For Research, Pittsburgh, Pennsylvania: 1964), Job profile F-2.

- (2) keep flower beds and shrubs neat
    - (a) weeding
    - (b) re-seeding or re-planting
    - (c) trimming plants and shrubs
    - (d) watering
    - (e) fertilizing
- (3) other demands
    - (a) park cars
    - (b) some indoor work
    - (c) keep lobby clean and attractive
    - (d) some indoor cleaning
- (4) winter work in cold climates
    - (a) care for indoor plants
    - (b) shovel snow

b. training requirements

- (1) knowledge of yard work
- (2) self training
    - (a) taking care of yards
- (3) high school courses
    - (a) agriculture
    - (b) shop

c. supervision

- (1) owner or boss of property
- (2) landscape supervisor
- (3) self

- d. tools and equipment needed
  - (1) supplied by owner
- e. related work
  - (1) public buildings and grounds
  - (2) parks
  - (3) pleasure resorts
  - (4) privately owned estates
  - (5) homes

B. FACT SHEET

- 1. Present outlook
  - a. good
- 2. Trend
  - a. continued growth
- 3. Age requirement
  - a. varies
- 4. Other requirements
  - a. general knowledge of
    - (1) yard work
    - (2) light carpentry work
    - (3) ability to follow directions
- 5. Health requirements
  - a. good physical condition
- 6. Earnings
  - a. $1.25 per hour and up

7. Training
    a. experience in yard work
    b. light carpentry
8. Chance for advancement
    a. good
    b. depends on individual
9. Benefits
    a. depends on management policy
10. Conditions of work
    a. outdoor
    b. indoor
    c. long hours
11. Location
    a. universal [3]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT
    1. It is expected that some of the students have had experience in doing yard work
    2. Some students will consider yard work as a gainful occupation

B. VALUE TO STUDENT
    1. This is an excellent field of work in which the students can profitably engage

---

[3] Occupational Outlook Handbook, (United States Bureau of Labo , Washington, D.C.: 1963-64), pp. 235-238.

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the students interested in yard work as a profession consult
    a. parents
    b. teacher
        (1) arrange to take helpful high school courses
        (2) arrange to get a job taking care of yards and lawns

IV. VOCABULARY

Career: life work [4]

V. AIDS

A. CLASSROOM AIDS

1. Posters
2. Pictures
3. Blackboard

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[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961). p. 125.

LESSON NUMBER XIII

SERVICES

Dry Cleaning

Part 2

I. OBJECTIVE

A. TO INFORM THE STUDENTS THAT THE DRY CLEANING BUSINESS OFFERS JOB OPPORTUNITIES

1. The many departments in a dry cleaning establishment require diversified talents and skills
2. One skilled in a process of the trade can secure work in most localities [1]

II. METHODS AND PROCEDURE

A. OUTLINE OF LESSON

1. General discussion
    - a. need for dry cleaning [2]
        - (1) upkeep of school clothes
        - (2) upkeep of dress clothes
        - (3) maintenance of home
            - (a) cleaning curtains

---

[1] Occupational Outlook Handbook, (United States Bureau of Labor, Washington, D.C.: 1963-64), p. 515, para. 1; p. 518, para. 4; p. 519, para. 2,3,4.

[2] Finney and Company, Finding Your Job (Minneapolis, Minnesota: 1963), p. 7.

        - (b) cleaning carpets
        - (c) cleaning bedding

2. Blackboard outline
    - a. some duties of a dry cleaner
        - (1) use of dry cleaning machines
            - (a) using dry cleaning fluids
        - (2) spotting
            - (a) difficult to remove stained spots
        - (3) pressing
            - (a) hand pressing
            - (b) machine pressing
        - (4) treatment of different materials
            - (a) wool
            - (b) silk
            - (c) cotton
        - (5) finishing
            - (a) mending
            - (b) shaping (blocking)
            - (c) folding
3. Special requirements
    - a. knowledge of danger involved in using dry cleaning fluids
    - b. proper use of hot
        - (1) mangles
        - (2) irons

        - c. knowledge of proper methods of handling materials
            - (1) wools
            - (2) silks
            - (3) cottons
    - 4. Physical requirements
        - a. not high
    - 5. Essential requirements
        - a. good eye sight
        - b. clever with use of hands
        - c. patience and ability to carefully finish work
- B. FACT SHEET
    - 1. Present outlook
        - a. job opportunities are currently available
    - 2. Future trends
        - a. demand will increase with expansion exceeding general population growth
        - b. people have a tendency to utilize this service more each year
    - 3. Age requirements
        - a. 18 years and up
    - 4. Health requirements
        - a. physical exam is not required

5. Wages
    a. wool presser
        (1) $1.90 to $2.20 per hour
    b. silk finisher
        (1) $1.65 to $2.00 per hour
    c. spotter
        (1) wages vary
        (2) good spotter can command $2.00 to $2.50 per hour
6. Other requirements
    a. must stand 8 hours a day
    b. be able to withstand humid atmosphere and chemical odors
7. Training requirements
    a. most of the help today secured training via "on-the-job" route
    b. some training courses are now available
8. Chance for advancement
    a. good opportunity for promotion to better position within the industry
        (1) folder and presser to spotter
9. Benefits
    a. fringe benefits depend on the employer
    b. large shops now include paid vacations and sick leave as part of their compensation system

10. Conditions of work
    a. inside
    b. noisy
    c. humid
11. Locations
    a. universal
12. Unions
    a. 60% of this occupation is unionized [3]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENTS
   1. A general knowledge of the dry cleaning process is expected

B. VALUE TO STUDENT
   1. Student will have a better understanding about
      a. dry cleaning as a profession
      b. caring for his own clothes

C. SUGGESTED FOLLOW-UP BY STUDENT
   1. It is suggested that the student obtain permission to visit a dry cleaning plant under the supervision of the teacher

---

[3] Fact sheet prepared by State of Nevada, Dept. of Employment Security, Office of M.D.T.A. Director (Carson City, Nevada: 1964).

IV. VOCABULARY

Solvent: liquid used in dry cleaning process [4]

V. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Pieces of cloth
   - a. wool
   - b. silk
   - c. cotton

---

[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 806

LESSON NUMBER XIII

SERVICES

Barber

Part 3

I. OBJECTIVE

- A. TO DISCUSS THE NEED FOR BEAUTY WORK
    1. Many people enjoy performing the duties of a beautician
    2. Many people enjoy performing the duties of a barber
    3. Job opportunities await those who become trained in this work

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
    1. Display pictures
        - a. hair styles
        - b. facial grooming
        - c. related cosmetics
    2. General discussion
        - a. need for the beauty parlor
        - b. need for the barber shop [1]

---

[1] Science Research Associates, Inc., Keys to Vocational Decisions (Lifton, Chicago, Illinois: 1964), p. 249, para. 2.

c. changes in styles
d. neatness of appearance
    (1) getting a job
    (2) holding a job
    (3) personal satisfaction

3. Blackboard outline
    a. duties of a barber [2]
        (1) cutting hair
        (2) giving scalp treatments
        (3) shaves
        (4) facial massages
        (5) shampoos
        (6) selling
            (a) hair tonic
            (b) shampoo
            (c) related preparations
4. Some requirements
    a. barber must be
        (1) neat
        (2) clean
            (a) personally
            (b) with barber instruments
            (c) must keep work area clean

---

[2] Occupational Outlook Handbook, (United States Bureau of Labor, Washington, D.C.: 1963-64), pp. 315-317.

(3) courteous
(a) good personality
(b) must work well with others in close quarters
b. supply own tools
(1) cost
(a) $75.00 to $100.00
5. Other requirements
a. attend barber school
(1) pass written examination
(a) begin as apprentice barber (most states)
(2) work one or two years as apprentice barber
(a) take examination to become a barber
6. Most common type of shop
a. one or two barbers
7. Opportunity
a. to own your own business

B. FACT SHEET
1. Present outlook
a. job opportunities are generally available in this occupational field

2. Future trends
    a. expansion in this field will be slightly abreast of general population growth
        (1) this service will be utilized more in the future
3. Age requirements
    a. 18 years and up
        (1) depending on local and state regulations
    b. some states 16 years of age
4. Health requirements
    a. most states require physical examinations
        (1) this is for the purpose of determining whether one is a "carrier" of a communicable disease
5. Wages
    a. wages are on a "split" basis
        (1) the owner of the shop receives a percentage of all receipts
        (2) tips are extra
6. Other requirements
    a. state boards generally pass on prospective candidates
        (1) this means compliance
            (a) residency
            (b) schooling

7. Training requirements
    a. 90% of all new barbers meet requirements of state boards by enrolling in "barber colleges"
8. Chance for advancement
    a. opportunities to open one's own shop or become a manager in a chain establishment
9. Benefits
    a. fringe benefits are generally limited
    b. large shops are now beginning to offer paid vacations and sick leave
10. Conditions of work
    a. inside work
    b. standing on feet 8 hours a day
11. Location
    a. universal
12. Unions
    a. large shops are unionized
    b. single proprietorships are not unionized [3]

---

[3] Fact sheet prepared by State of Nevada, Department of Employment Security, Office of M.D.T.A. Director (Carson City, Nevada: 1963).

IV. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. A few students who are interested in and can qualify to train for this work are expected to express their desires

B. VALUE TO STUDENT

1. This lesson provides valuable information for the student who is interested in becoming a barber

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student consult with the teacher and arrange to have the necessary tests administered to determine whether or not this work is suitable for him.

IV. VOCABULARY

Beautician: one whose duty it is to take care of and beautify clients hair, nails, and complexions [4]

V. AIDS

A. CLASSROOM AIDS

1. Pictures
2. Blackboard

---

[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 77.

LESSON NUMBER XIII

SERVICES

Upholsterer's helper

Part 4

I. OBJECTIVE

- A. TO PROJECT A LESSON THAT WILL APPEAL TO THOSE STUDENTS WHO HAVE SPECIAL SKILLS
    - 1. Some students have artistic ability and are skillful with the use of their hands
    - 2. Upholstery work offers job opportunities for these students

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
    - 1. Display magazines
        - a. Better Homes and Gardens
        - b. Good Housekeeping, etc.
            - (1) pictures of upholstered articles
            - (2) catalogues (furniture)
    - 2. General discussion
        - a. the upholstery business [1]

---

[1] Richard O. Peterson and Edna M. Jones, Guide to Jobs For the Mentally Retarded (American Institute of Research, Pittsburgh, Pennsylvania: 1964), p. N: Job Profile N-3; and Finney Company, Finding Your Job (Finney Company, Minneapolis, Minnesota: 1962), Unit 2, Volume III. p. 8.

3. Blackboard outline
    a. various kinds of work
        (1) used cars
            (a) recovering interior
        (2) new cars
            (a) custom made upholstery
        (3) furniture
            (a) finishing new
            (b) refinishing old
    b. some duties of an upholsterer's aide
        (1) tie coil springs
        (2) sew and fit material
        (3) varnish and stain wood
        (4) finish article
            (a) buttons
            (b) fringe
            (c) tassels
        (5) pick up and delivery
            (a) drive truck
    c. skill required
        (1) skill in use of hands
        (2) knowledge of materials
        (3) be able to do hand and machine sewing

        - (4) some knowledge of furniture construction
        - (5) must do neat work
        - (6) must have patience to finish exacting work
    - d. training required
        - (1) general knowledge of upholstery work
        - (2) most shops prefer to employ high school graduates
    - e. supervisor or boss
        - (1) upholsterer
    - f. tools and equipment
        - (1) use of common hand tools
            - (a) supplied by employer
    - g. place of employment
        - (1) small shops
        - (2) large shops
        - (3) stores
        - (4) homes

B. FACT SHEET

- 1. Present outlook
    - a. excellent opportunities for employment at the present time

2. Future trends
    a. the future is even more promising
    b. car owners now desire "custom upholstered jobs"
    c. refinishing of antique and converting good furniture into "modern" will create jobs
    d. custom furniture "to fit" the room
        (1) now in vogue
3. Age requirements
    a. 18 and up
4. Health requirements
    a. no specific health requirements
    b. applicant must possess good color perception
    c. must have patience
    d. must have good eye sight
    e. must be able to do close work
5. Wages
    a. considerable variance in wages
    b. helper's rate
        (1) $1.25 an hour and up
    c. most employers pay on a monthly fixed salary

6. Other requirements
    a. no special requirements
    b. knowledge of color and artistic values are helpful
7. Training requirements
    a. most training is still obtained via "on-the-job"
    b. some 1 and 2 year institutional courses are now available
8. Chance for advancement
    a. excellent opportunity to advance
9. Benefits
    a. fringe benefits depend on the establishment
    b. most employers offer vacation and sick leave to employees
10. Conditions of work
    a. inside work
    b. occasionally some heavy lifting
11. Location
    a. universal
12. Unions
    a. the great majority of workers in this craft are not unionized.[2]

---

[2] Fact Sheet prepared by State of Nevada, Department of Employment Security, Office of M.D.T.A. Director (Carson City, Nevada: 1964).

III. SUMMARY

- A. TEACHER EXPECTATION OF STUDENT
  - 1. Students who possess the talents and skills required to do upholstery work often do not express their desire to engage in this work
  - 2. The students are expected to express their interest in upholstery or a related work
- B. VALUE TO STUDENT
  - 1. This lesson should appeal to students with artistic ability or special talents
- C. SUGGESTED FOLLOW-UP BY STUDENT
  - 1. The interested student should consult
    - a. parents
    - b. teacher
      - (1) make arrangements to visit upholstery shops
        - (a) take helpful high school courses

IV. VOCABULARY

V. AIDS

- A. CLASSROOM AIDS
  - 1. Magazines
    - a. furniture
  - 2. Catalogues
    - a. furniture
  - 3. Blackboard

LESSON NUMBER XIII

SERVICES

Hotels - Motels

Part 5

I. OBJECTIVE

- A. TO PRESENT OCCUPATIONAL INFORMATION ABOUT THE HOTEL-MOTEL INDUSTRY
  - 1. To emphasize the fact that the hotel-motel industry affords increasing job opportunities for many people with varied abilities and skills.

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Blackboard outline
    - a. hotels-motels (commercial)
      - (1) housekeeping department - employees
        - (a) maids
        - (b) porters
        - (c) housemen
        - (d) linen room attendants
        - (e) laundry room workers
      - (2) duties
        - (a) make beds
        - (b) clean rooms and halls
        - (c) move furniture
        - (d) hang draperies

- (e) provide guests with fresh linen and towels
- (f) operate laundry equipment
- (g) mark and inspect laundry items

(3) uniformed staff
- (a) bell captain
- (b) doormen
- (c) elevator operators

(4) clerical work
- (a) bookkeeper
- (b) cashier
- (c) telephone operator
- (d) secretary

(5) maintenance workers
- (a) carpenters
- (b) electricians
- (c) electrician's helpers
- (d) stationary engineers
- (e) engineer's helpers
- (f) painters

(6) detectives

(7) doctor

(8) beauty salon
- (a) beauty operators
- (b) barbers

(9) special services
    (a) tailors
    (b) seamstresses
    (c) gardeners

(10) training required
    (a) little specialized training
    (b) on the job training

(11) restaurant-coffee shop department [1]
    (a) preparation and cooking of foods
    (b) serving food
    (c) taking orders
    (d) replenish counter or show case with food
    (e) set table with silverware
    (f) lift and carry trays from dining room
    (g) clear dishes from table
    (h) mop floors
    (i) prepare tables
    (j) clean furniture and fixtures
    (k) vacuum floors, rugs, drapes

---

[1] Richard O. Peterson and Edna M. Jones, Guide to Jobs For the Mentally Retarded (American Institute For Research, Pittsburgh, Pennsylvania: 1964), job profile D-1 to D-6, Personal Service (food).

(l) wash dishes by hand
(m) wash dishes by machine

B. FILM

1. Title: Hotels
  a. 16 mm. sound - 13½ min. black and white
  b. source: State of Nevada, Dept. of Education, Carson City, Nevada
2. Film content
  a. the portrayal of the many duties performed which are necessary to operate a hotel that maintains a dining room in connection with the hotel
    (1) the management of the hotel
    (2) the needs and demands of the people staying at the hotel
    (3) the kitchen and kitchen help operating as a unit within the hotel
3. Concept and ideas to look for
  a. the management of the dining room
    (1) butlers
      (a) bus boys
    (2) maids
  b. the management of the kitchen
    (1) cooking and baking process
    (2) cooks

        - (3) cook's helpers
        - (4) dishwasher
    - c. preparation of food
        - (1) salads
        - (2) pastries
        - (3) food decorating
- 4. Questions for discussion
    - a. give some reasons why the present trend of the motoring public is to stay at motels instead of hotels
    - b. the hotel-motel business offers opportunities for steady work
    - c. discuss
        - (1) high turnover of workers
        - (2) steady demand for experienced help
        - (3) learn the work on the job training
        - (4) learn the work by experience
        - (5) learn the work by securing steady employment

B. FACT SHEET

- 1. Present outlook
    - a. moderate increase in employment
    - b. good outlook for the employment of young people through the remainder of the 1960's

2. Future trend
   a. the trend is toward motels
      (1) due to highly mobile population
3. Age requirement
   a. varies
4. Health requirement
   a. some hotel managers require physical examination
   b. most do not
5. Earnings
   a. $1.25 an hour and up
   b. salary plus tips on some jobs
6. Training
   a. little or no specialized training
   b. on the job training
7. Chance for advancement
   a. good
   b. people change jobs frequently as a rule
8. Benefits
   a. depends on management
9. Conditions of work
   a. indoor
   b. good
10. Unions
    a. culinary department

11. Location
    a. universal [2]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT
    1. The student should be aware of job opportunities provided by the hotel-motel industry

B. VALUE TO STUDENT
    1. Since the hotel-motel industry offers favorable employment situations in a wide variety of occupations, a lesson presented in a positive manner may encourage the students to view this work in a realistic manner [3]

C. SUGGESTED FOLLOW-UP BY STUDENT
    1. The student should confer with the teacher and arrange to
        a. visit a hotel or motel
        b. observe the management of
            (1) lobby

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[2] Fact sheet prepared by State of Nevada, Department of Employment Security, Office of M.D.T.A. Director (Carson City, Nevada: 1963).

[3] Occupational Outlook Handbook, (United States Bureau of Labor, Washington, D.C.: 1963-64), p. 609, para. 2.

(2) restaurant

(3) kitchen

(4) rooms

IV. VOCABULARY

Culinary: relating to kitchen or cookery [4]

V. AIDS

A. CLASSROOM AIDS

1. Blackboard
2. Film
3. Fact sheet

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[4] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 202.

LESSON NUMBER XIII

SERVICES

Bus Boy

Part 6

I. **OBJECTIVE**

   A. TO PRESENT OCCUPATIONAL INFORMATION CONCERNING THOSE INTERESTED IN BECOMING A BUS BOY

      1. Job opportunities are generally available in this field

II. **METHODS AND PROCEDURE**

   A. OUTLINE OF LESSON

      1. General discussion

         a. the need for bus boys

      2. Various kinds of work

         a. do errands

         b. carry bags

         c. deliver messages

         d. clearing tables

         e. lifting trays

      3. Special requirements

         a. be neat and clean

         b. pleasant personality

      4. Physical requirements

         a. not high

B. FACT SHEET

1. Present Outlook
    a. job opportunities are generally available in this field
    b. considerable expansion occurs during the summer months
2. Future trends
    a. employment opportunities in the future will be greater
    b. the food industry is growing at a faster rate than the average for all industries
3. Age requirements
    a. 17 years and up
4. Health requirements
    a. most states require physical examinations for food handlers
5. Wages
    a. average wages approximately $1.10 an hour.
    b. in some establishments waitresses share "station" tips with bus boys
6. Other requirements
    a. "public contact" type appearance
        (1) neat
        (2) pleasant

7. Training requirements
    a. approximately 80% of all bus boys learn via "on the job"
    b. some vocational training available
        (1) military service schools account for 15% of training
8. Chance for advancement
    a. all types of promotional opportunities are present
    b. this (bus boy) is entry employment
        (1) progression possible to
            (a) waiter
            (b) 2nd cook
            (c) assistant maitre d'
            (d) cashier
            (e) assistant manager
            (f) etc.
9. Benefits
    a. fringe benefits depending on establishment and/or union contract provisions
10. Conditions of work
    a. inside work
        (1) may lift trays weighing up to 25 lbs.
11. Location
    a. universal

12. Unions
    a. 60% of this occupation is unionized
        (1) this may vary from region to region [1]

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT
    1. The student should know the opportunities awaiting him in the field of hotels and restaurants

B. VALUE TO STUDENT
    1. The student should have a better understanding of the vocation of bus boy

C. SUGGESTED FOLLOW-UP BY STUDENT
    1. The student should confer with the teacher and arrange to visit and observe
        a. a restaurant
        b. a hotel

IV. VOCABULARY

V. AIDS
    1. Fact sheet

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[1] Fact sheet prepared by State of Nevada, Department of Employment Security, Office of M.D.T.A. Director (Carson City, Nevada: 1963).

LESSON NUMBER XIV

OWN YOUR OWN BUSINESS

I. OBJECTIVE

- A. TO DISCUSS THE POSSIBILITY OF BUSINESS OWNERSHIP
  - 1. Advantages
  - 2. Disadvantages
  - 3. Risk involved

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Student participation
    - a. relate stories of people who own their own businesses
      - (1) success
      - (2) failure
  - 2. Discuss business ownership possibilities
  - 3. Blackboard outline
    - a. business possibilities
      - (1) newspaper stand
      - (2) shoe repairing
      - (3) newspaper route
      - (4) salvage work
        - (a) automobile parts
        - (b) scrap metal

(5) maintenance work
    (a) general repair work (carpentry)
    (b) taking care of lawns and fences
(6) shopping service
(7) repair work
    (a) bicycles
    (b) household appliances
(8) photography
(9) jewelry repair
(10) car washing
(11) sign painting
(12) janitorial services
    (a) window washing [1]
(13) upholstery
(14) iron work
(15) moving and cleaning service
    (a) household
(16) barber shop
(17) animal care
(18) refuse collector [2]
(19) salesman [3]
    (a) door to door

---

[1] Finney Company, Finding Your Job (Minneapolis, Minn.: 1963), Vol. I, Unit 2, p. 1.

[2] Ibid., Vol. IV, Unit 2, p. 12.

[3] Science Research Associates, Inc., Keys to Vocational Decisions (Walter M. Lifton, Chicago, Illinois: 1964), pp. 488-490.

4. Business requirements
    a. bookkeeping
        (1) records of all kinds
    b. license, regulations, insurance
        (1) city
        (2) county
        (3) state
        (4) federal
    c. knowledge of bookkeeping procedure
        (1) do not attempt to keep your own books
    d. hire a bookkeeper
        (1) bookkeeping requires expert services
        (2) success of business depends on good bookkeeping
        (3) hire individual bookkeeper or
        (4) employ a bookkeeping firm
5. Money to finance a business
    a. save your own money
    b. borrow the money from your family
    c. borrow the money from a bank
6. Personal ability requirements
    a. must be able to
        (1) handle money
        (2) meet the demands of customers

        - (3) keep necessary stock and tools on hand
        - (4) keep all business transaction records for the bookkeeper
        - (5) work long hours
        - (6) put part of the earnings back into the business
        - (7) keep regular business hours
        - (8) keep out of debt
        - (9) establish regular prices for services
        - (10) enjoy your work

7. Training requirements
    - a. have complete and thorough knowledge of the work
    - b. work is usually learned from
        - (1) on the job training
        - (2) family business
8. Some important factors to consider
    - a. location of place of business
    - b. seasonal work
    - c. steady work
    - d. the need for this particular kind of work
        - (1) demand increasing
        - (2) demand decreasing

9. Some causes of business failure
    - a. careless business methods
        - (1) money management
        - (2) work habits
        - (3) poor bookkeeping practices
        - (4) poor location (business)
        - (5) not enough demand for work
10. Additional help (possibilities)
    - a. family
    - b. husband and wife teams are often very successful
    - c. hired help employees
        - (1) complicated bookkeeping records must be kept on all employees
        - (2) complete bookkeeping record necessary
11. Some advantages of owning your own business
    - a. you are your own boss
    - b. possibility to establish life time work
    - c. become a contributing part of the community

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The student is given a chance to explore the possibility of owning his own business

B. VALUE TO STUDENT

  1. The lesson provides important information for those students who wish to operate their own business

C. SUGGESTED FOLLOW-UP BY STUDENT

  1. It is suggested that the student confer with parents and teachers about business ownership desires

    a. to determine business ability

    b. to learn the family business

    c. to take helpful school courses

    d. to secure on the job training

IV. VOCABULARY

V. AIDS

A. CLASSROOM AIDS

  1. True stories [4]

  2. Blackboard

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[4] Lillian Barnum, True Stories (names and places have been changed).

THE BOX MAKER

Dave studied woodwork in high school. He liked to make articles out of wood materials. He was skillful with the use of woodworking tools and was clever with the use of his hands.

When Dave graduated from high school, he realized for the first time that he had not learned a trade. He was not prepared to earn his living and this was a cause of concern for him. Dave was not a lazy boy. He wanted to work and make money to pay for his needs. He did not want his parents to support him.

Dave lived in California. Many people in that state work as fruit pickers and harvest other crops when the fruit is ripe. This work is seasonal and is not good to follow except for part time employment.

Dave got a job making boxes during the harvest season. He took pride in his work and was soon making better boxes than any of the other box makers.

Dave followed the crops for a few seasons, but became dissatisfied with part time work. He decided to find steady employment so he got a job with a large retail sales company. Dave worked in the basement of the building making boxes and packing them with merchandise to be shipped to the customers. Dave had learned his work well. He worked hard and didn't mind working in the basement. He was very busy and time passed quickly by.

Dave thought of his future and planned many years ahead. He planned for the time when he would be an older man and could retire. Each month Dave put some of his earnings into the employee's saving plan managed by the company where he was employed. He worked well and was a satisfactory employee. Years sped by and Dave reached retirement age.

Dave retired and was eligible for a pension. He had money which he had invested in the company savings plan. He wished to be out of doors; so he chose a good out of door climate which was in New Mexico.

He went into the box making business again. He did not make big boxes, but small beautiful ones--the kind in which jewelry and treasures are kept.

Many tourists travel through the state of New Mexico and buy the beautiful little boxes Dave makes to take home as souveniers. This makes Dave happy and also keeps him busy.

THE SALVAGE YARD FAMILY

There were five people in the Smart family--Mr. Smart, Mrs. Smart, Julie, Jack and Jon.

They lived in Eugene, Oregon. During World War II, there was a great demand for used car parts and for scrap metal. Mr. and Mrs. Smart became expert in dismantling old cars they had bought for a low price. The children were small, but they enjoyed taking old cars apart too.

The family developed a business--that of operating a salvage yard. They sold many used car parts and much scrap metal. They made a lot of money and became well-to-do people.

A few years passed by. The younger son, Jon, became restless; then Jack lost interest in the salvage business; and Julie wished to live in another town.

Mr. and Mrs. Smart loved their children and the family members enjoyed a close comradship. The Smarts decided it may be a good idea if they moved to another town, even to another state and engage in a different kind of work.

They moved to Utah where Mr. Smart bought a ranch. They were not ranchers and by the time they learned how to operate a ranch, they had spent all their money. It was necessary for the Smarts to start over again. The children were grown by now. They had a family conference and decided to go back into the salvage business. They did not want to get separate jobs because they enjoyed working together.

They moved to Nevada where they began buying old cars and selling the used parts and scrap metal as they had done before in Oregon. They knew their work well. They worked hard and made good money.

They now own a large salvage yard and are a happy successful family working together in a field of work they enjoy.

THE HAPPY SHOEMAKER

Tom was a good shoemaker and he had a thriving business. It was necessary for customers to stand in line and await their turn to get the attention of the shoemaker. But when their turn came, they could be certain they would receive courteous attention. Tom was never too busy to be polite and to perform a good job.

He began his shoemaking career when he was a boy. He had a job as a shoemaker's helper. In those days shoes were made by hand. Nowadays the term "shoemaker" most likely means a shoe repair man.

Years passed by and many people became discontented with their work. Many people moved away and found different kinds of work, but not Tom. Every morning at eight o'clock he could be seen through his shop window slipping his apron over his head and tieing the strings in the back. All day long he stood at his cobblers bench or attended the shoe repairing machines. Hour after hour he attended to his business.

Now the street is lonely. The shoe shop is closed and Tom has retired. He saved his money and after many long years of hard work, he retired. He bought a lovely home on a mountain stream in a wooded area of Idaho. He can fish and hunt and spend his leisure time enjoying the splendor of the out door world.

LESSON NUMBER XV

INSURANCE

Employment Security - Unemployment Compensation

Part 1

I. OBJECTIVE

A. TO EXPLAIN THE INSURANCE PROTECTION OFFERED BY THE EMPLOYMENT SECURITY DEPARTMENT TO THOSE PERSONS WHO, BECAUSE OF REASONS BEYOND THEIR CONTROL, HAVE LOST THEIR JOBS

II. METHODS AND PROCEDURE

A. OUTLINE OF LESSON

1. General discussion
    - a. student participation
        - (1) fill out application card (card #1)[1]
        - (2) fill out applicant identification card (card #2)[2]
2. Blackboard outline
    - a. sometimes people lose their jobs because (students interpretation of loss of jobs)
        - (1)
        - (2)
        - (3)

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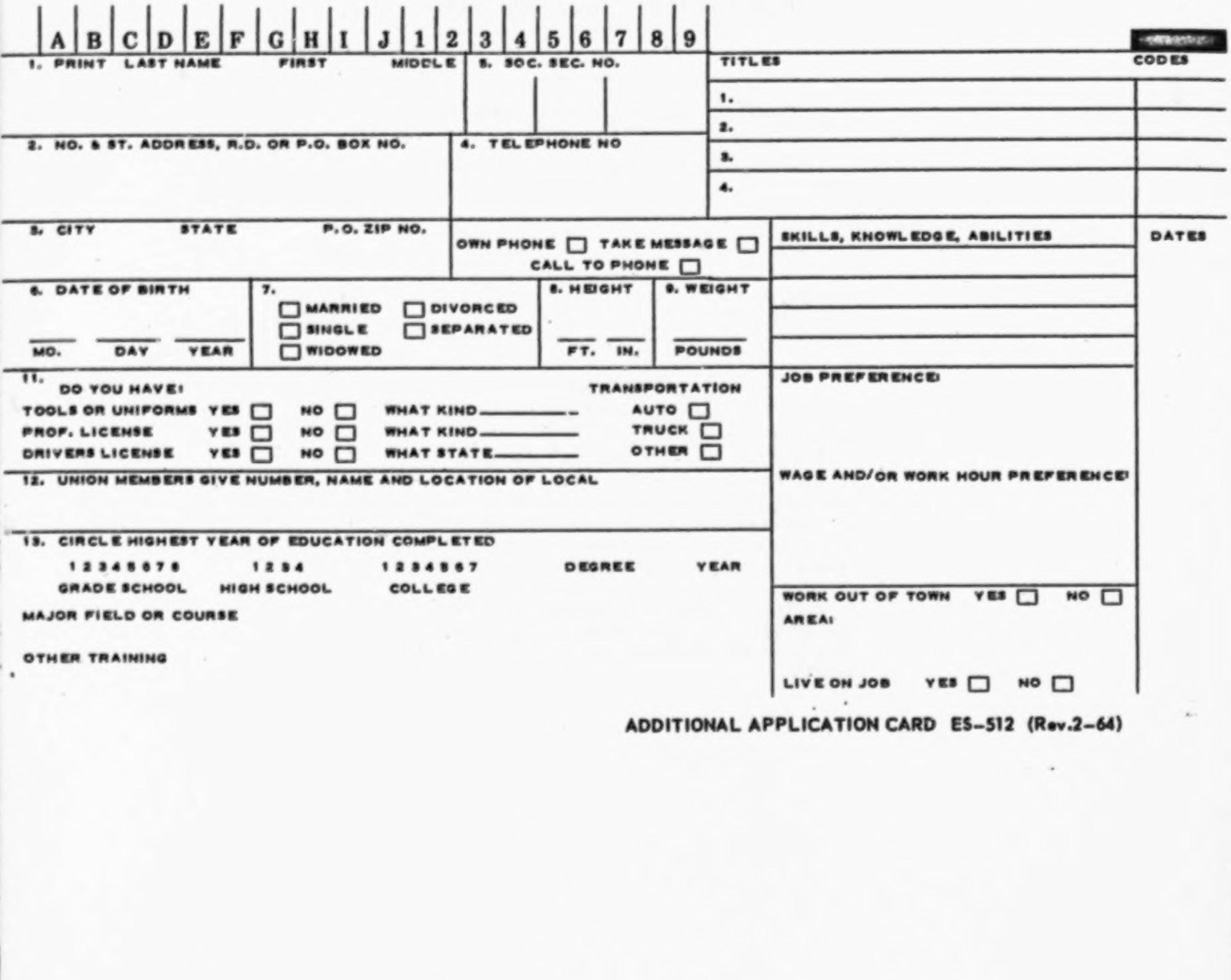
[1] Nevada State Employment Service, (United States Employment Service.

[2] Ibid.

Application Card #1



A | B | C | D | E | F | G | H | I | J | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

1. PRINT LAST NAME FIRST MIDDLE

3. SOC. SEC. NO.

TITLES

CODES

1.

2.

3.

4.

2. NO. & ST. ADDRESS, R.D. OR P.O. BOX NO.

4. TELEPHONE NO

5. CITY STATE P.O. ZIP NO.

OWN PHONE ☐ TAKE MESSAGE ☐

CALL TO PHONE ☐

SKILLS, KNOWLEDGE, ABILITIES

DATES

6. DATE OF BIRTH

MO. DAY YEAR

7.

☐ MARRIED ☐ DIVORCED

☐ SINGLE ☐ SEPARATED

☐ WIDOWED

8. HEIGHT

FT. IN.

9. WEIGHT

POUNDS

11. DO YOU HAVE:

TOOLS OR UNIFORMS YES ☐ NO ☐ WHAT KIND________

PROF. LICENSE YES ☐ NO ☐ WHAT KIND________

DRIVERS LICENSE YES ☐ NO ☐ WHAT STATE________

TRANSPORTATION

AUTO ☐

TRUCK ☐

OTHER ☐

JOB PREFERENCE:

12. UNION MEMBERS GIVE NUMBER, NAME AND LOCATION OF LOCAL

WAGE AND/OR WORK HOUR PREFERENCE:

13. CIRCLE HIGHEST YEAR OF EDUCATION COMPLETED

1 2 3 4 5 6 7 8 GRADE SCHOOL

1 2 3 4 HIGH SCHOOL

1 2 3 4 5 6 7 COLLEGE

DEGREE YEAR

MAJOR FIELD OR COURSE

OTHER TRAINING

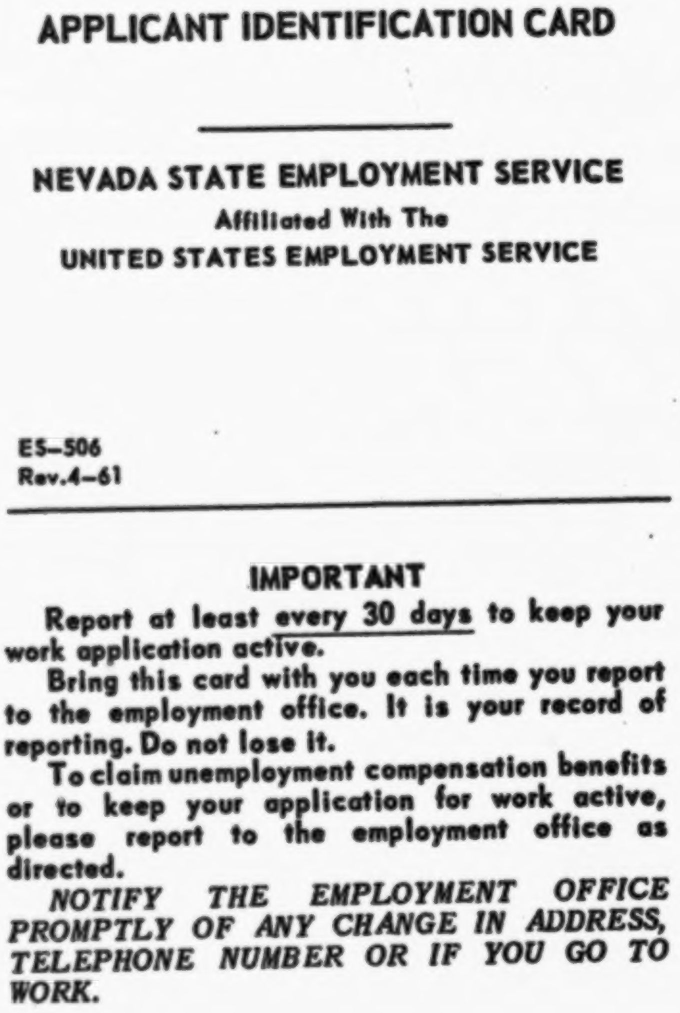
WORK OUT OF TOWN YES ☐ NO ☐

AREA:

LIVE ON JOB YES ☐ NO ☐

ADDITIONAL APPLICATION CARD ES-512 (Rev.2-64)

Application Card #2



APPLICANT IDENTIFICATION CARD

NEVADA STATE EMPLOYMENT SERVICE
Affiliated With The
UNITED STATES EMPLOYMENT SERVICE

ES-506
Rev.4-61

IMPORTANT

Report at least every 30 days to keep your work application active.

Bring this card with you each time you report to the employment office. It is your record of reporting. Do not lose it.

To claim unemployment compensation benefits or to keep your application for work active, please report to the employment office as directed.

NOTIFY THE EMPLOYMENT OFFICE PROMPTLY OF ANY CHANGE IN ADDRESS, TELEPHONE NUMBER OR IF YOU GO TO WORK.

b. to become eligible for unemployment benefit one must (612:375) [3]
  (1) register for work at an employment security office
  (2) file a claim for benefits
  (3) be available for work
  (4) have earned $240.00 in a quarter

Note: Calendar quarter means the period of three (3) consecutive calendar months ending on March 31, June 30, September 30, or December 31. (612:040) [4]

c. benefits (612:340) [5]
  (1) eligible person will receive not less than $8.00 weekly nor more than $37.50 weekly

d. duration of benefits (612:355)
  (1) depends on how long employee has worked and how much he has earned in wages
  (2) benefits can be received for a period of 26 weeks (no longer)

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[3] Employment Security Department, Employment Security Laws of the State of Nevada (Carson City, Nevada: 1961), Nevada Compiled Law - Chapter 612: Sections 040 to 425; Laws and Programs (Washington, D. C.: 1964), Bulletin 262, pp. 125-130.

[4] Ibid.

[5] Ibid.

e. dependents benefits
    (1) five ($5.00) dollars a week each up to four (4) dependents

f. contributions (612:535) [6]
    (1) the employer pays the insurance contribution

g. age requirements
    (1) none

h. disqualification for benefits (612:380) [7]
    (1) leaving most recent work voluntarily without good cause
    (2) discharge for misconduct (612:385)
    (3) failure to apply for available, suitable work or to accept suitable work offered (612:390)
    (4) unemployment due to labor dispute
        (a) an individual shall be disqualified for benefits for any week due to a labor dispute in active progress at the factory or other premises at which he is or was last employed (612:395)
        (b) provisions and exceptions (612:395)

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[6] Ibid.

[7] Ibid.

(5) receipt of benefits under another unemployment compensation law (612:400)

(6) making false statements (612:405)

(7) attendance at school, college, university (612:410)

(8) voluntary discontinuance of work to marry (612:415)

(9) receipt of wages in lieu of notice (612:420)

(10) paid vacation (612:425)

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. Students should gain an understanding of the insurance protection offered by the State Unemployment Compensation when a person loses his job because of reasons beyond his control
2. Students should understand how and where to apply for Unemployment Compensation should the need for this knowledge arise

B. VALUE TO STUDENT

1. Students need to be well informed about matters that concern their livelihood

s. Students will then have a better understanding concerning their obligations and rights as workmen

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student discuss Employment Security Insurance protection with his family
2. He should report to class
    a. questions

IV. VOCABULARY

Unemployment: out of work [8]

Compensation: to make up for [9]

V. AIDS

A. CLASSROOM

1. Blackboard
2. Application blanks
    a. State of Nevada Employment Service

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[8] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 928.

[9] *Ibid*., p. 168.

LESSON NUMBER XV

INSURANCE

Social Security - Old Age and Survivor's Insurance

Part 2

I. OBJECTIVE

- A. TO INFORM THE STUDENT ABOUT OLD AGE AND DISABILITY INSURANCE BENEFITS PROVIDED FOR BY THE SOCIAL SECURITY LAW
- B. TO INSTRUCT THE STUDENT THAT HE IS RESPONSIBLE FOR AN ACCURATE RECORD OF HIS WORK AND SHOULD HAVE THE KNOWLEDGE NECESSARY TO PROTECT HIS SOCIAL SECURITY INSURANCE RECORD
- C. TO EXPLAIN THAT SOCIAL SECURITY IS A PENSION PLAN
  - 1. The time element is of utmost importance

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Study charts
    - a. These are Calendar Quarters (Chart #1) [1]
    - b. Quarters of Coverage Needed (Chart #2) [2]
    - c. Examples of Monthly Payments (Chart #3) [3]

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[1] United States Department of Health Education and Welfare, Your Social Security (State or Local Office: 1960), pp. 1-19.

[2] Ibid.

[3] Ibid.

CHART #1

THESE ARE CALENDAR QUARTERS

JAN.	FEB.	MAR.
APR.	MAY	JUNE
JULY	AUG.	SEPT.
OCT.	NOV.	DEC.

The Federal Social Security law covers most household employees. A man or woman who qualifies under the law gets: Monthly payments for himself and his dependents when he reaches retirement age (65 for men, 62 for women). Monthly payments for himself and his dependents starting when he reaches age 50 if, because of disability, he is no longer able to work. Monthly payments for his family if he dies.

All household employees are covered by social security if they receive from an employer cash wages of $50 or more in a calendar quarter for household work performed in or about the employer's private home.

Taxes to pay for these insurance benefits are shared equally by the worker and his employer. This folder tells which household workers are covered by the law and how to report their wages.

Household workers in rooming houses, boarding houses, hotels, etc., are covered regardless of the amount of their earnings. Household workers on farms operated for profit are also covered but under different conditions. For further information, go to your social security office or to your District Director of Internal Revenue.

CHART #2

QUARTERS OF COVERAGE NEEDED

Year in which you were born		*Year in which you reach retirement age*	
Men	*Women*		
1891 or earlier	1894 or earlier	1956 or earlier	6
1892	1895	1957	8
1893	1896	1958	9
1894	1897	1959	10
1895	1898	1960	12
1896	1899	1961	13
1897	1900	1962	14
1898	1901	1963	16
1899	1902	1964	17
1900	1903	1965	18
1901	1904	1966	20
1902	1905	1967	21
1903	1906	1968	22
1904	1907	1969	24
1905	1908	1970	25
1906	1909	1971	26
1907	1910	1972	28
1908	1911	1973	29
1909	1912	1974	30
1910	1913	1975	32
1911	1914	1976	33
1912	1915	1977	34
1913	1916	1978	36
1914	1917	1979	37
1915	1918	1980	38
1916 or later	1919 or later	1981 or later	40

CHART #3

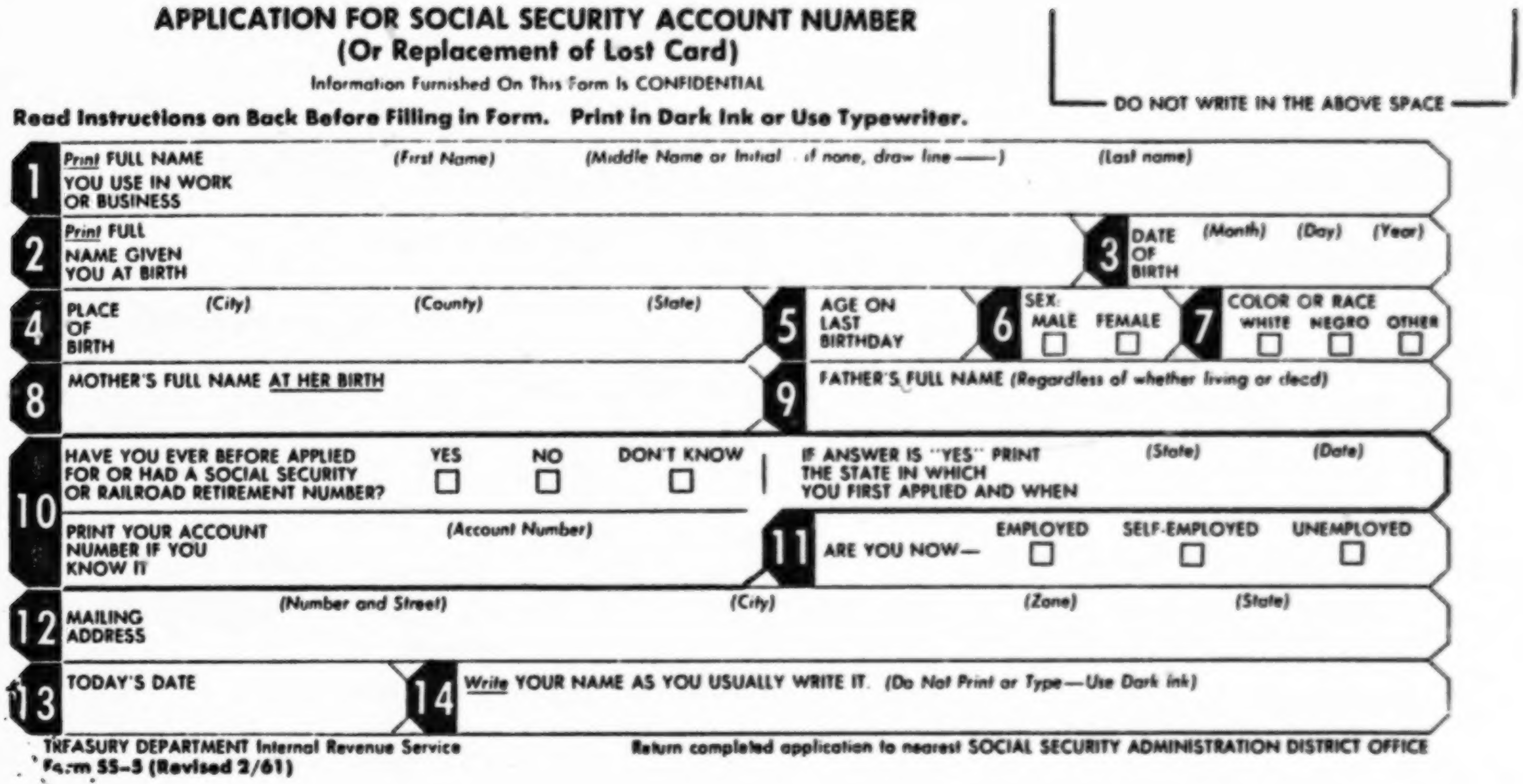
EXAMPLES OF MONTHLY PAYMENTS

Average monthly earnings after 1950[1]	$50 or less	$75	$100	$150	$200	$250	$300	$350	$400
Retirement at 65 Disability	*$33.00*	*$45.00*	*$59.00*	*$73.00*	*$84.00*	*$95.00*	*$105.00*	*$116.00*	*$127.00*
Retired woman worker starting at:									
62	*26.40*	*36.00*	*47.20*	*58.40*	*67.20*	*76.00*	*84.00*	*92.80*	*101.60*
63	*28.60*	*39.00*	*51.20*	*63.30*	*72.80*	*82.40*	*91.00*	*100.60*	*110.10*
64	*30.80*	*42.00*	*55.10*	*68.20*	*78.40*	*88.70*	*98.00*	*108.30*	*118.60*
Retired couple—wife starting at:									
62	*45.40*	*61.90*	*81.20*	*100.40*	*115.50*	*130.70*	*144.40*	*159.50*	*174.70*
63	*46.80*	*63.80*	*83.60*	*103.50*	*119.00*	*134.60*	*148.80*	*164.40*	*180.00*
64	*48.20*	*65.70*	*86.10*	*106.50*	*122.50*	*138.60*	*153.20*	*169.20*	*185.30*
65	*49.50*	*67.50*	*88.50*	*109.50*	*126.00*	*142.50*	*157.50*	*174.00*	*190.50*
Widow, surviving child, or dependent parent	*33.00*	*33.80*	*44.30*	*54.80*	*63.00*	*71.30*	*78.80*	*87.00*	*95.30*
Widow and 1 child *or* 2 dependent parents	*49.60*	*67.60*	*88.60*	*109.60*	*126.00*	*142.60*	*157.60*	*174.00*	*190.60*
Widow and 2 children	*53.10*	*67.60*	*88.60*	*120.00*	*161.60*	*202.40*	*236.40*	*254.00*	*254.00*
Usual maximum family payment[2]	*53.00*	*67.50*	*88.50*	*120.00*	*161.60*	*202.40*	*240.00*	*254.00*	*254.00*
Single lump-sum death payment	*99.00*	*135.00*	*177.00*	*219.00*	*252.00*	*255.00*	*255.00*	*255.00*	*255.00*

B. STUDENT PARTICIPATION

1. Fill in application blank
    a. Application For Social Security Account Card and Number (Card #4)
    b. Employees Quarterly Tax Return for Household Employees (study only) (Card #5)
2. General discussion
    a. blackboard outline
        (1) how to open your Social Security account
            (a) earn fifty ($50.00) dollars in one calendar quarter
            (b) apply for your social security card and number
            (c) where to apply for your social security card
            (d) apply in a local social security office or post office
            (e) if a card is lost apply for a new one
            (f) a person is entitled to only one social security card number during a lifetime
        (2) insurance contribution
            (a) employer pays one-half
            (b) employee pays one-half

Card #4



APPLICATION FOR SOCIAL SECURITY ACCOUNT NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

Read Instructions on Back Before Filling in Form. Print in Dark Ink or Use Typewriter.

1 *Print* FULL NAME YOU USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial — if none, draw line ——) (Last name)

2 *Print* FULL NAME GIVEN YOU AT BIRTH

3 DATE OF BIRTH (Month) (Day) (Year)

4 PLACE OF BIRTH (City) (County) (State)

5 AGE ON LAST BIRTHDAY

6 SEX: MALE ☐ FEMALE ☐

7 COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

8 MOTHER'S FULL NAME AT HER BIRTH

9 FATHER'S FULL NAME (Regardless of whether living or dead)

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY OR RAILROAD RETIREMENT NUMBER? YES ☐ NO ☐ DON'T KNOW ☐

IF ANSWER IS "YES" PRINT THE STATE IN WHICH YOU FIRST APPLIED AND WHEN (State) (Date)

PRINT YOUR ACCOUNT NUMBER IF YOU KNOW IT (Account Number)

11 ARE YOU NOW— EMPLOYED ☐ SELF-EMPLOYED ☐ UNEMPLOYED ☐

12 MAILING ADDRESS (Number and Street) (City) (Zone) (State)

13 TODAY'S DATE

14 *Write* YOUR NAME AS YOU USUALLY WRITE IT. (Do Not Print or Type—Use Dark ink)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (Revised 2/61)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE

CARD #5

EMPLOYER'S QUARTERLY TAX RETURN FOR HOUSEHOLD EMPLOYEES
(For Social Security)

Employer's Name and Address	Return for Calendar Quarter (Months and Year)

ill in one line for each household employee to whom you paid $50 or more cash ages in the calendar quarter covered by this return. Keep a record of wages aid. (See Circular H.) Please use ink or typewriter.

mployee's Social Security Account Number			Name of Employee (Please print as shown on account number card)	Cash Wages Paid to Employee in the Quarter (Before Tax Deduction)	
			Total Cash Wages		

ake check or money order payable to
INTERNAL REVENUE SERVICE

- - - - - - - - - - - - - - - - - - - -

AXES DUE--ENTER 7¼% OF TOTAL CASH WAGES HERE
(3 5/8% Employer Tax Plus 3 5/8% Employee Tax)

Dollars	cents

If no tax is due, write "None" and advise if returns will be needed for future quarters.

Employer's Name and Address	Return for Calendar Quarter (Months and Year)

declare under the penalties of perjury that this is a true, correct, and comete return to the best of my knowledge and belief.

(Date)

(Signature of Employer)

(3) employee contribution
    (a) held out of earnings by employer
(4) reports to the federal government made by
    (a) employer
(5) some workers who may not be covered by the social security law
    (a) railroad [4]
    (b) city employees
    (c) county employees
    (d) state employees (exceptions) [5]
    (e) federal employees [6]
(6) purpose of social security
    (a) to provide income for older and disabled people [7]
    (b) family benefits [8]
    (c) survivors benefits [9]

---

[4] _Ibid._, p. 36.

[5] _Ibid._, p. 34.

[6] _Ibid._, p. 35.

[7] _Ibid._, pp. 8-19.

[8] _Ibid._, p. 3.

[9] _Ibid._, p. 4.

(7) important facts

(a) each fifty ($50.00) dollars earned in any calendar quarter should be properly reported especially when student works part time

(b) failure to report one quarter may prevent individual from receiving social security benefits

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. Students should be able to establish and maintain an accurate social security account record

B. VALUE TO STUDENT

1. Social Security protection offers old age and/or disability insurance benefits

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student make an application for a social security card

IV. VOCABULARY

Survivor: to remain alive [10]

V. AIDS

A. CLASSROOM

1. Charts
    - a. social security
        - (1) Calendar Quarters
        - (2) Quarters of Coverage Needed
        - (3) Example of Monthly Payments
2. Blank forms
    - a. Application for Social Security Account Numbers
    - b. Employer's Quarterly Tax Return for Household Employees
3. Blackboard

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[10] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 855.

LESSON NUMBER XV

INSURANCE

Workmen's Compensation - Industrial Insurance

State of Nevada

Part 3

I. OBJECTIVE

A. TO PRESENT GENERAL INFORMATION PERTAINING TO WORKMEN'S COMPENSATION INSURANCE

1. Every working man should have some knowledge about the Workmen's Compensation Insurance law in the state where he is employed or seeking employment

II. METHODS AND PROCEDURE

A. OUTLINE OF LESSON

1. Explanation of the purpose of Workmen's Compensation Insurance [1]
2. Class participation
    a. questions
3. Blackboard outline
    a. purpose of Workmen's Compensation Insurance

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[1] Nevada Industrial Commission, Nevada Industrial Insurance Act (Carson City, Nevada: 1961), Nevada Compiled Law - Chapter 616: Sections 360 to 620.

- (1) to provide financial protection for workmen and/or their dependents
    - (a) injury (job connected) (616:515) [2]
    - (b) death (job connected) (616:505) [3]
    - (c) death benefits (616:510-615) [4]
- b. is there a waiting period before industrial insurance becomes effective
    - (1) no
    - (2) employee is insured immediately
        - (a) at the time he is hired
- c. who pays the insurance contribution
    - (1) the employer
- d. do all employers provide industrial insurance protection
    - (1) no [5]
        - (a) employer with two or more employees must carry industrial insurance

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[2] Ibid.

[3] Ibid.

[4] Ibid.

[5] Nevada Industrial Commission, Nevada Manual of Rules For Workmen's Compensation Insurance (Carson City, Nevada:1962), p. 11, para. 3.

e. are any persons excluded from receiving industrial insurance
    - (1) yes [6]
        - (a) theatrical or stage performers
        - (b) domestic service
        - (c) agricultural workers

f. some of the benefits
    - (1) doctor services (616:360) [7]
    - (2) hospital care (616:415) [8]

g. some of the requirements
    - (1) medical examination of injured workman (616:535) [9]

h. compensation for injury (616:570-615) [10]
    - (1) minimum incapacity
    - (2) temporary total disability
    - (3) permanent partial disability

i. settlement
    - (1) lump sum (616:620) [11]

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[6] Ibid. p. 12, para. 3

[7] Nevada Industrial Insurance, loc. cit.

[8] Ibid.

[9] Ibid.

[10] Ibid.

[11] Ibid.

B. STUDENT PARTICIPATION

1. Fill out workman's claim for benefits blank (employees section only)

   a. Nevada Industiral Commission form C-2 (Rev. 6-63) (attached)

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. General knowledge of Workmen's Compensation Insurance is expected

2. Students should inquire about Workmen's Compensation Insurance benefits when he makes application for a job

B. VALUE TO STUDENT

1. The student should be aware of the advantages of being covered by the protection of Workmen's Compensation Insurance

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student talk about the benefits of Workmen's Compensation with

   a. family

   b. friends

2. He should bring questions to class

NEVADA INDUSTRIAL COMMISSION **CARSON CITY, NEVADA** Form C-2 (Rev. 6-63)	**REPORT OF INJURY OR OCCUPATIONAL DISEASE** and **WORKMAN'S CLAIM FOR BENEFITS**	**CLAIM NUMBER**

FIRST REPORT OF ACCIDENT TO BE COMPLETED BY EMPLOYEE, PHYSICIAN AND EMPLOYER

THE NEVADA INDUSTRIAL COMMISSION REQUESTS THIS COMPLETED REPORT TO BE MAILED TO THE CARSON CITY OFFICE WITHIN FIVE (5) DAYS OF THE ACCIDENT. (IF INJURY OCCURRED IN CLARK COUNTY, SEND ORIGINAL AND COPY to LAS VEGAS OFFICE; IF IN NYE OR LINCOLN COUNTY, SEND ORIGINAL TO CARSON CITY AND A COPY TO LAS VEGAS OFFICE.)

EMPLOYER—COMPLETE THE FOLLOWING:

EMPLOYER	Name on Certificate of Insurance	Policy Account Number	
	Mailing Address	Telephone Number	
	Nature of Business	Under what classification have you been reporting employee?	

EMPLOYEE	Name (Per Payroll)			Social Security Number	
	Home Address		Age	Sex	
				Marital Status	
	Occupation and Usual Duties	Name state in which hired Length of employment with you in Nevada		How Long Employed By You?	(Months)

ACCIDENT OR EXPOSURE TO DISEASE	Accident or Exposure Occurred } Place — Hour AM PM Date	
	Describe how Accident Occurred	
	Did injured report accident or exposure at once? (Explain "No")	☐ No Yes ☐
	Did he report accident or exposure to his supervisor? (Give name)	☐ No Yes ☐
	Were there witnesses to accident or exposure? (Give names)	☐ No Yes ☐
	Did accident or exposure to occupational disease occur while at regular work and on company time? (Explain "No")	☐ No Yes ☐ *
	Was injured intoxicated or misconducting himself at time of accident? (Explain "Yes")	☐ Yes No ☐

DISABILITY AND DEPENDENCY	Date disability commenced — Last day wages were paid or will be paid — Date back on Job	*
	If and when doctor says employee may do light work, will you have such work available?	☐ No Yes ☐
	Are you paying his wages during disability?	☐ Yes No ☐ *
	Wages: Give average monthly wage regardless how paid	(Monthly) *
	Is injured furnished room..............., meals.............. (number) or other advantages in addition to wages? (Explain)	☐ No Yes ☐
	How many total dependents does injured claim for tax purposes?	*

I CERTIFY TO THE TRUTH OF THE FOREGOING STATEMENTS:

Date report completed 19 Signed by Title

	FOR N. I. C. USE ONLY	**RECEIVED**
Policy No....................................... Class....................................... Policy Form....................................... Status Clerk....................................... Date.............................. 19.......	Checked by....................................... APPROVED BY: EXAMINER....................................... DATE.......................................	

FOR PROMPTNESS IN HANDLING BE SURE CLAIM IS COMPLETE AND LEGIBLE.

IV. VOCABULARY

Insurance: guarantee against loss [12]

Compensation: money allowance payable [13]

Industrial Compensation: having to do with work connection of a loss [14]

V. AIDS

- A. CLASSROOM AIDS
  - 1. Blackboard
  - 2. Application blanks
    - a. Nevada Industrial Commission, Carson City, Nevada
      - (1) form number C-2 (Rev. 6-63)

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[12] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 393.

[13] *Ibid.*, p. 168.

[14] *Ibid.*, p. 427.

LESSON NUMBER XVI

WORKING FOR THE FEDERAL GOVERNMENT
UNITED STATES OF AMERICA

I. OBJECTIVE

- A. TO PRESENT MANY AND VARIED OPPORTUNITIES FOR EMPLOYMENT OFFERED BY THE FEDERAL GOVERNMENT
  - 1. To outline in detail the benefits received when one is employed by the Federal Government
- B. TO EXPLAIN THE POSSIBLE JOB OPPORTUNITIES AVAILABLE THROUGH THE UNITED STATES CIVIL SERVICE COMMISSION
  - 1. To encourage students to take advantage of the opportunity for work offered by the United States Civil Service Commission

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Posters of
    - a. Washington, D. C.
    - b. President of the United States and family
    - c. Federal buildings
    - d. Federal parks
  - 2. Discussion
    - a. Washington, D. C. Travelogue

3. Blackboard outline
    a. the United States offers job opportunities
        (1) grounds and buildings
            (a) maintenance
            (b) custodial care
            (c) landscaping
            (d) security men
        (2) hospitals
            (a) aides
        (3) office buildings
            (a) messengers
            (b) clerical work
            (c) elevator operators
        (4) cemeteries
            (a) general up-keep
        (5) conservation of natural resources
            (a) parks
            (b) game (fish and wild life)
            (c) forestry
        (6) airplanes, automobiles and moving equipment
            (a) storage
            (b) maintenance
            (c) mechanics

- (7) post office
    - (a) mail men
- (8) highways
    - (a) construction
    - (b) maintenance
- (9) commerce
    - (a) shipping by land, sea, and air
- (10) Federal Bureau of Investigation
    - (a) police force
    - (b) secret service men

4. Some benefits provided by the United States for Federal employees [1]
    - a. steady employment
    - b. retirement
        - (1) age 70 [2]
    - c. vacations with pay [3]
    - d. sick leave with pay
    - e. pension plan [4]
5. General discussion
    - a. how to secure Federal employment
        - (1) Civil Service Examination

---

[1] United States Civil Service Commission, Federal Personnel Manual (United States Government Printing Office, Washington, D. C.: 1963), Chapter 300.

[2] *Ibid.*, Chapter 831.

[3] *Ibid.*, Chapter 630.

[4] *Ibid.*, Chapter 732.

- b. special authority by Civil Service Commission [5]
  - (1) requirements
    - (a) no previous work experience necessary
    - (b) no entrance test required
  - (2) provides
    - (a) 700 hour trial period
    - (b) employer is not obligated to hire trainee
    - (c) trainee is not obligated to accept job
    - (d) steady employment so long as work is satisfactory
    - (e) earnings commensurate with wages in the area
- c. where to inquire about Federal jobs
  - (1) teacher
  - (2) vocational counselor
  - (3) Civil Service Commission coordinator [6]

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[5] *Ibid.*, Chapters M-1 and X-1, FPM Letter No. 316-2. (Leaflets attached).

[6] San Francisco Region, United States Civil Service Commission, "Coordinators For Employment of The Handicapped," (Local Postmaster, Reno area including Northern Nevada and adjacent areas of California).

PUBLISHED IN ADVANCE OF INCORPORATION IN FPM Chapters M-1 and X-1
RETAIN UNTIL SUPERSEDED.

SEP 14 1964
CARSON CITY, NEV.
SERVICE

UNITED STATES CIVIL SERVICE COMMISSION

FEDERAL PERSONNEL MANUAL SYSTEM

LETTER

Washington 25, D. C.
February 3, 1962

FPM LETTER NO. 316-2

SUBJECT: Temporary Appointments for Physically Handicapped Applicants

Heads of Departments and Independent Establishments:

In the White House Policy statement of September 6, 1961, concerning employment and utilization of the physically handicapped in the Executive Branch of the Federal government, the President specifically charged all levels of administration and supervision with responsibility for implementation of the Policy. Under date of December 19, 1961, by FPM Letter No. 339-3, Subject: "Utilization of Employees Who Develop Emotional Disorders," suggestions were made for utilization of employees who developed disorders. This is a step in making the President's overall policy effective.

In implementing the policy, you are reminded that the definition of handicapped includes mental and emotional as well as physical handicaps, (M-1-11, FPM).

During the past few years great advances have been made in the treatment of mental and emotional disorders. Due to these advances more than 60 percent of the mentally ill whose condition was serious enough to require extended hospitalization are now restored to earning capacity. The vast majority of employees, however, who experience emotional problems do not require extended hospitalization; many are able to continue working while undergoing regularly scheduled office treatment, or return to the job after brief periods of hospitalization.

INQUIRIES: Regional Office or Medical Division or Bureau of Recruiting and Examining, telephone code 129, extension 5588

CSC CODE: 316, Temporary and indefinite employment

DISTRIBUTION: FPM

62-16

PUBLISHED IN ADVANCE OF INCORPORATION
IN FPM Chapter M-1
RETAIN UNTIL SUPERSEDED.

U.S. RECEIVED SEP 14 1964 CARSON CITY, NEV. SERVICE

UNITED STATES CIVIL SERVICE COMMISSION

FEDERAL PERSONNEL MANUAL SYSTEM

LETTER

Washington 25, D. C.
December 19, 1961
RM:LEM:am

FPM LETTER NO. 339-3

SUBJECT: UTILIZATION OF EMPLOYEES WHO DEVELOP EMOTIONAL DISORDERS

Heads of Departments and Independent Establishments:

In the White House Policy statement of September 6, 1961, concerning employment and utilization of the physically handicapped in the Executive Branch of the Federal government, the President specifically charged all levels of administration and supervision with responsibility for implementation of the policy.

In implementing the policy, you are reminded that the definition of handicapped includes mental and emotional as well as physical handicaps, (M-1-11, FPM) and urged to give particular attention to continued utilization of employees who experience mental and emotional difficulties on and off the job.

During the past few years great advances have been made in the treatment of mental and emotional disorders. Due to these advances more than 60 percent of the mentally ill whose condition was serious enough to require extended hospitalization are now restored to earning capacity. The vast majority of employees, however, who experience emotional problems do not require extended hospitalization; many are able to continue working while undergoing regularly scheduled office treatment, or return to the job after brief periods of hospitalization.

For humanitarian reasons, to protect the agency investment in employee training, and to avoid a waste of needed skills, serious efforts should be made to retain employees with remedial mental or emotional problems. Separation or disability retirement is in order only after it becomes apparent that the condition does not respond to treatment and that extended absence from work will be required.

INQUIRIES: Medical Division -
Code 129 - Extension 3187

CSC CODE: 339 Qualifications (Medical)

DISTRIBUTION: FPM
61-87

B. FILM

1. Title: Washington, D. C.
    a. 16mm. sound - black and white
    b. source: University of Utah Audiovisual Bureau, Milton Bennion Hall 207, Salt Lake City, Utah
2. Film content
    a. gives an aerial view of the city covering such places as the Union Station, Pennsylvania Avenue, the Lincoln Memorial, the White House, and several government buildings
    b. visits to the treasury and the Department of Justice show many of the activities of the government departments
3. Concepts or ideas to look for in film
    a. the many buildings portrayed
    b. the work that is being done in the various departments
    c. the job possibilities
    d. working conditions illustrated
4. Questions for discussion
    a. what work is performed by the people in the film

b. name jobs that would be necessary to maintain the buildings and grounds shown in the picture

c. state some reasons why you would like to work for the Federal Government

d. can you name some Federal buildings in your locality

e. list of some Federal buildings located in most cities and in some towns

(1) post offices

(2) veterans hospital

(3) federal court house

(4) bureau of land management

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The student should become familiar with the over-all picture of the enormity of the United States Government and the vast field of employment it provides
2. The student should be aware of the benefits provided by the Federal Government for its employees [7]

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[7] W. Willard Wirtz, Secretary, U. S. Department of Labor, "Federal Labor Laws and Programs" (Washington, D. C.: 1964: Bulletin 262, p. 2, para. #3).

3. The student should have a definite understanding about the two year special authority provision administered to train people for jobs with the United States Civil Service Commission

B. VALUE TO STUDENT

1. A definite plan for job training is offered to the student by the Civil Service Commission

C. SUGGESTED FOLLOW-UP BY STUDENT

1. The student and teacher should explore specific fields of Government work and
    a. determine students real interest
    b. consult with U. S. Civil Service Coordinator [8]
    c. take helpful high school courses
    d. engage in training programs offered

IV. VOCABULARY

Federal Government: a power made up of many parts or states [9]

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[8] San Francisco Region, U. S. Civil Service, loc. cit.

[9] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 303.

V. AIDS

A. CLASSROOM AIDS

1. Posters
2. Pictures
3. Blackboard
4. Film

LESSON NUMBER XVII

MIND YOUR MANNERS

Belonging is Fun

I. OBJECTIVE

- A. TO EMPHASIZE THE NEED TO CONSIDER THE RIGHTS OF OTHERS
  - 1. Good manners or Courtesy is consideration for others
  - 2. Good manners are expressed in our daily living
    - a. at home
    - b. at school
    - c. at play
    - d. at work
  - 3. To succeed in the social or working world one must be able to work well with others [1]
- B. TO ENCOURAGE THE STUDENTS TO DISCUSS THE SUBJECT OF MANNERS EXPRESSED FROM THEIR POINT OF VIEW

II. METHODS AND PROCEDURE

- A. OUTLINE OF LESSON
  - 1. Posters

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[1] James C. Worthy, What Employer's Want (Science Research Associates, Inc., Chicago, Illinois: 1950), pp. 31-36.

        - a. display accepted manners
- 2. Pictures
    - a. students participation
        - (1) make posters
        - (2) collect pictures
- 3. General discussion
    - a. your boss might ask you to have lunch with him
        - (1) table manners [2]
- 4. Blackboard illustration
    - a. table setting [3]
        - (1) dishes
        - (2) silverware
        - (3) napkins
- 5. Student's demonstration
    - a. proper use of
        - (1) knife and fork [4]
        - (2) sit up straight
        - (3) hands in lap when not eating
        - (4) don't dunk

---

[2] Emily Post, The New Emily Post's Etiquette - The Blue Book of Social Usage (Funk and Wagnall's Company, Inc., New York: 1960), 10 ed., p. 482, para. #3.

[3] Ibid., p. 352, para. #4.

[4] Ibid.

- b. proper behavior in public places
    - (1) in school
    - (2) at the movie
    - (3) in the cafateria
    - (4) on the bus
- c. be a good conversationalist
    - (1) choice of topic (of interest to all)
    - (2) choice of words
        - (a) no profanity
    - (3) don't talk too much
    - (4) don't gossip (talk about people)
- d. car courtesy [5]
    - (1) driving your own car
    - (2) riding as a passenger in a car
    - (3) walking on streets or highways

B. FILM

- 1. Title: Mind Your Manners
    - a. 10 min., sound, black and white
    - b. source: Brigham Young University
- 2. Film content
    - a. a high school boy and his sister discover the correct way to act when meet- new friends, when at home, at school, or on a date. Consideration toward

---

[5] _Ibid_., pp. 582-588.

parents, teachers and other adults, as well as proper courtesy when driving an automobile, riding a bus, or walking on the sidewalk are also shown.

3. Concepts and ideas to look for
    a. reasons why it is necessary to "mind your manners"
    b. relationship with family, friends, (dates), teachers, and other adults when good manners are demonstrated
    c. problems likely to be encountered if you do not "mind your manners"
    d. value of knowing how to present yourself properly on different occasions
    e. decisions about the way manners can affect your future
4. Questions for discussion
    a. the proper way to
        (1) ask for a date
        (2) dress
        (3) call for your date
        (4) walk on a sidewalk
        (5) enter crowded places
        (6) order refreshments

(7) take your date home

C. BULLETIN BOARD OUTLINE

1. Student participation
    - a. use bulletin board
    - b. display clippings each week from magazine "Right This Way" [6]
2. Students direct class discussion
    - a. Our Changing World
    - b. compare old ideas of proper manners with new
        - (1) dress etiquette
        - (2) dating etiquette
        - (3) car etiquette
    - c. behavior pattern accepted by today's youth
    - d. some traditions and customs not accepted by the youth of today
    - e. how good manners can help you get and hold a job
    - f. beneficial changes in social behavior are suggested
3. Students prepare a list of questions about manners they wish to discuss

---

[6] Scholastic Magazines, Inc., Junior Scholastic "Right This Way", (Scholastic Magazines, New Jersey: 1964).

III. SUMMARY

A. TEACHERS EXPECTATION OF STUDENT

1. The student should understand how knowledge of proper manners can affect his future

2. The student should feel free to express his ideas about accepted and changing social behavior patterns

B. VALUE TO STUDENT

1. A better understanding of proper manners should improve the student's social and business relationships

2. Personality is a determining factor in the success of an individual

C. SUGGESTED FOLLOW-UP BY STUDENT

1. Each student is advised to

   a. make a list of the personality traits which he wishes to improve

      (1) check with the teacher and classmates weekly to determine progress

IV. VOCABULARY

V. AIDS

A. CLASSROOM AIDS

1. Posters

2. Pictures

3. Bulletin board
4. Clippings from scholastic magazine
    a. "Right This Way"
5. Film

LESSON NUMBER XVIII

YOU AND YOUR BUDGET

WHY GO BROKE . . .

.............when you don't have to?

Now that you're older and your income has outgrown the "ten cents for candy" stage, there's a lengthening list of things you want your money to buy.

How to do it?
How can you make your money bring you what you really want?

LESSON NUMBER XVIII

YOU AND YOUR BUDGET

I. **OBJECTIVE**

- A. TO DEVELOP A PLAN FOR SPENDING AND SAVING MONEY
  - 1. Family
  - 2. Individual

II. **METHODS AND PROCEDURE**

- A. OUTLINE OF LESSON
  - 1. General discussion
    - a. earning ability
    - b. necessary expenses
    - c. other expenses
  - 2. Set a goal
    - a. plan to save money for a definite purpose
      - (1) sporting equipment
        - (a) bowling ball
        - (b) tennis racket
        - (c) baseball pitchers glove
        - (d) skiis
      - (2) radio or television set
      - (3) pony or horse
      - (4) pets
        - (a) dog
      - (5) second-hand car

3. Planning a budget [1]
    - a. blackboard diagram
        - (1) large round dollar
4. Blackboard outline
    - a. earnings or allowance
    - b. necessary expenses
        - (1) food
        - (2) clothing
        - (3) shelter
        - (4) recreation
        - (5) transportation
        - (6) medical care
        - (7) personal care
        - (8) gifts
    - c. unnecessary expenses
5. Items that require special consideration
    - a. board and room
        - (1) at home
        - (2) away from home
    - b. clothing bought by
        - (1) parent
        - (2) student

---

[1] Esther O. Carson, Teen-Agers Prepare For Work (California: 1962), (9th ed.), Book II, pp. 63-66.

c. transportation to and from school
    (1) bus
    (2) taxi
    (3) car pool
    (4) own car
    (5) walk
d. family owned or individually owned car expenses
    (1) payments
    (2) insurance
    (3) upkeep
e. medical care
    (1) family insurance
    (2) school insurance
f. personal care
    (1) shaves
    (2) hair cuts
    (3) cosmetics
    (4) clothes
        (a) cleaning
        (b) pressing
g. recreation
    (1) sports
    (2) dates
    (3) shows
    (4) vacation

h. hobbies
    (1) models
        (a) cars
        (b) trains
        (c) airplanes
    (2) fishing and hunting
    (3) tinkering with
        (a) cars
        (b) radios
        (c) television
i. gifts
    (1) church
    (2) birthday
    (3) Christmas

6. A savings plan
    a. bank
        (1) pays interest on savings account
    b. investment
7. General plan
    a. family counsel
    b. family plan
    c. individual plan
8. Draw circle on blackboard
    a. fill in circle with date from chart #1

FAMILY BUDGET

Chart #1

Food	24%
Household Operation and maintenance	26%
Home furniture and equipment	8%
Insurance and Social Security	3%
Clothing	13%
Education, recreation and gifts	6%
Medical	6%
Personal	4%
Automobile	10%

Chart prepared by Washoe County Extension Service
U. S. Department of Agriculture
University of Nevada
April, 1964

THE HOLLISTON'S FAMILY FINANCIAL PLAN

Step I - Our Income

1. Dad's Take-Home Pay ($5,600 a year minus income tax, social security, group life, hospitalization and surgical insurance, and pension)	$ 4,695.00
2. Dividends from Mother's Stock	50.00
ANNUAL TOTAL INCOME	$ 4,745.00
WEEKLY TOTAL INCOME (÷ by 52)	91.25

Step II - Our Fixed Obligations

1. Mortgage Payment to the Bank ($46.40 per month)	556.80
2. Cost for Heat (maybe a little low)	135.00
3. Cost for Electricity, Water, and Telephone	155.00
4. Contributions (is this enough?)	104.00
5. Life Insurance ($108 in April; $26.00 4 times a year)	212.00
6. Major Clothing Expenses in Fall and Spring (This year, a new coat for Mother and a new suit for Dad; also, complete outfits for the children spring and fall.)	300.00
7. Auto Insurance	104.20
8. Payments on our loan at the Bank ($20 per month for 12 months on auto loan)	240.00
ANNUAL TOTAL OF FIXED ITEMS	$ 1,807.00
WEEKLY TOTAL SET-ASIDE TO GO IN BANK (÷ by 52)	34.75

This is not a "model" or an "ideal" or a "minimum" or any kind of "average" family financial plan. No other family anywhere, probably, spends its money exactly the way this family happens to spend it. But the family's money management system is sound, for it represents the results of family planning and family discussion. The family itself is a young one, with a child in a nearby school and an older child who travels to another and more distant school and has his lunches there; the father customarily carries his lunch to work. Families in different sections of our country adapt their spending plans to climate and other local conditions.

Step III - Our Emergency Fund

We have about $275 in our "emergency fund" already. This is for emergency medical costs, for household repairs, and other emergencies and to help make our budget work. This year we'll try to add $3.50 per week.

ANNUAL TOTAL FOR EMERGENCY FUND	$ 182.00
WEEKLY SET-ASIDE FOR EMERGENCY FUND	3.50

Step IV - Our Day-to-Day Expenses

OUR WEEKLY INCOME IS	91.25
OUR WEEKLY TOTAL OF SET-ASIDES ($ 34.75 plus $ 3.50)	38.25
OUR TOTAL WEEKLY BUDGET FOR DAY-TO-DAY EXPENSES AND FOR SAVINGS IS THEREFORE	53.00

We'll spend this $53.00 as follows:

1. Food (not easy for Mother to stretch with 4 in family plus box lunches for Dad)	30.00
2. Household and Incidental Fund, including dry cleaning	5.00
3. Dad's Expenses Going to work and for running the car (Mother thinks this is too low)	6.50
4. For Eddie - 50¢ allowance plus $ 1.25 a week when school is in session	1.75
5. For Sis - 40¢ allowance plus 10¢ when school is in session	.50
6. For Mom, just for herself	2.00
7. For Dad, just for himself	2.00
8. For Family Recreation	1.50
TOTAL	$ 49.25

This leaves $3.75 a week ($53.00 less $49.25) for us for our regular savings and for everything else we have to buy. Not much, but maybe we can do it!

Chart #2

MY MONEY

My Income (Step 1)

	Yearly
Money from parents (allowance, etc.)	$________
Earnings during school year	________
Summer earnings	________
Money gifts (birthday, Christmas, etc.)	________
______________________________	________
Total yearly income	$________
Weekly income (total yearly income ÷ 52)	$________

Where My Money Goes (Step 2)

To find out how much you spend yearly:

- **If it is a regular weekly item (Example: church contribution), multiply the amount you spend weekly by 52.**
- **If it is an expense you can expect every other week (Example: haircuts), multiply the amount you spend every two weeks by 26.**
- **If it is a regular weekly expense during the school year (Example: school lunches), multiply the amount you spend weekly by the number of weeks in the school year.**
- **For less frequent expenditures (Example: club dues), multiply the amount you spend each time by the number of times during the year.**

Now you're ready to put down your figures on the next page.

Chart #3

***Where My Money Goes** (cont.)*	***Yearly***
Snacks and school lunches	**$**______
School transportation	______
School supplies	______
Church contributions	______
Dates, movies, school events, club dues, etc.	______
Personal expenses (cosmetics, haircuts, etc.)	______
Extras (magazines, etc.)	______
____________________	______
____________________	______
____________________	______
Total yearly expenses	**$**______
Weekly expenses (total yearly expenses ÷ 52)	**$**______

Summary *(Step 3)*

MY WEEKLY INCOME ***(Step 1)*** **minus**	**$**______
MY WEEKLY EXPENSES ***(Step 2)*** **leaves**	**(—) $**______
THIS BALANCE	**$**______

(I will put this toward my special goal or savings. If it is not enough to meet my goal in a reasonable time, then I will plan to cut down some of my expenditures, at least for a while, or try to increase my income.)

9. Study Chart number 2
10. Student completes (fills in) Chart number 3

III. SUMMARY

A. TEACHER EXPECTATION OF STUDENT

1. The student should have general knowledge about family
    a. money planning
    b. budget
    c. savings plan
2. The student should have definite knowledge about personal
    a. money planning
    b. budget
    c. savings plan

B. VALUE TO STUDENT

1. Money planning is an important and necessary part of every day living

C. SUGGESTED FOLLOW-UP BY STUDENT

1. It is suggested that the student keep a day to day record of his needs and expenses for a period of two weeks

IV. VOCABULARY

Budget: a financial plan of estimated income and expenses [2]

V. AIDS

- A. CLASSROOM AIDS
  - 1. Charts
    - a. chart #1
    - b. chart #2
    - c. chart #3
  - 2. Blackboard

Note: Permission to use Charts #1, 2, and 3 has been obtained from the Women's Division, Institute of Life Insurance, 488 Madison Avenue, New York 22, New York. Permission was also obtained to use the first page of the booklet, "Why Go Broke When You Don't Have to?

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[2] A. Merriam Webster, Webster's New Collegiate Dictionary (Springfield, Massachusetts: 1961), p. 109.

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